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ABSTRACT

This guide is intended for use in presenting a 90-hour career planning curriculum targeted toward unmarried teenage parents. The guide consists of 19 units that are structured around Wisconsin's 19 developmental guidance competencies. The following competencies are covered: understand one's learning abilities and how to apply them; perform self-assessment; learn to set realistic goals and develop strategies to reach them; understand the impact of course selection on future plans; understand the school environment and the behaviors/attitudes expected; understand physical, emotional, and intellectual growth and development; learn to cope with change and plan for the future; learn conflict resolution skills; understand one's own and others' capabilities; understand personal relationships; take responsibility for decisions; understand and develop decision-making skills; understand the world of work; become informed about educational/work alternatives; understand continuous changes of male/female roles and their relationship to career choice; develop work-related interpersonal skills; become informed about employment opportunities during and after high school; form tentative career goals and strategies to reach them; and understand lifestyle preferences and relate them to occupational interests. Included in each unit are some or all of the following: overview; table cross-referencing activities included for each competency and suggested instructional strategies and instructor resources (print and audiovisual materials and software); instructor notes; additional sources of background/reference information; handouts; and activity sheets. (MN)

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Career Planning Curriculum
for Teen Singles Parents
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CAREER PLANNING CURRICULUM
for Teen Single Parents

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of the

Center on Education and Work
School of Education
University of Wisconsin-Madison

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Career Planning Curriculum for Teen Single Parents

The curriculum guide *Career Planning Curriculum for Teen Single Parents* is a revised version of a curriculum designed for use in single parent/displaced homemaker programs. The original curriculum, *Career Planning for Single Parents and Displaced Homemakers,* was initiated by Fran Johnson, Sex Equity Consultant, Wisconsin Board of Vocational, Technical and Adult Education and supported through the Single Parent set-aside of the Carl Perkins Vocational and Applied Technology Education Act, P.L. 98-524. This edition of *Career Planning for Teen Single Parents* was initiated by Eyvonne Crawford-Gray, Department of Public Instruction and also was supported through the Single Parent set-aside of the Carl Perkins Vocational and Applied Technology Education Act, P.L. 98-524.

The *Career Planning Curriculum* was researched and compiled by Lianne R. Grefsheim of the Center on Education and Work, University of Wisconsin-Madison with assistance from Mary Gavin. Barbara Dougherty and Roger Lambert of the Center on Education and Work supervised the project. The *Career Planning Curriculum for Teen Single Parents* was revised and edited by Tamara Norden, Center on Education and Work.

The following individuals are commended for their contributions toward this work:

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A panel of educators reviewed this curriculum and provided valuable feedback and criticism. The following individuals are commended for their participation in the review process:

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It has been a pleasure to work with these staff members and the Teen Parent Providers and Vocational Educators.

Eyvonne Crawford-Gray, Education Specialist
Teen Single Parent Program
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Career Planning Curriculum for Teen Single Parents

Introduction

Teen parents face a multitude of pressures—dealing with new parenting responsibilities; negotiating the conflicting demands of school, family and work; and finding ways to stay financially afloat. To prepare for life after school, teen parents need assistance in choosing a career which will provide sufficient income. In addition, adequate preparation is necessary to assure that they are successful in the training program for their chosen career. In particular, for women who fit this profile, special emphasis must be placed on exploring nontraditional and technical careers which pay the highest median wage upon graduation. These are all key components of the *Career Planning Curriculum for Teen Single Parents.*

Using past program experience, as well as successful models from other states, a new program has been designed to meet the expectations of the new Vocational and Applied Technology Education Act. The program focuses upon intensive career planning and preparatory services to enroll a participant full time in a vocational education program that will provide the skills to obtain employment at a wage sufficient to support the individual's household. For women participants, there is an emphasis on exploring nontraditional occupations as a means toward economic self-sufficiency.

Audience

This curriculum targets teen parents who are interested in an education program and are willing to make a long-time commitment in choosing a program that will prepare them for success. While the primary audience is intended to be teen parents, many of the materials in this curriculum are equally appropriate for other at-risk youth.

Curriculum Length

The curriculum spans a total of 90 hours which is divided into three modules: the first module, entitled Learning, requires approximately 20 hours; the second, Personal/Social, also requires 20 hours; and the final module, Career/Vocational, requires 50 hours. The curriculum has more materials in each module than can be used in the allotted time. This way, instructors may use their own judgment to pick and choose the materials best suited to the needs of their particular students. The materials included in this curriculum have been chosen so that instructors may accommodate students working at a variety of skill levels or reading levels. In addition, a large variety of related resources have been referenced throughout the curriculum. These materials may be used to augment the curriculum materials in order to further expand the instructor's options.

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Curriculum Competencies, Indicators and Time Allotments

This curriculum has been structured around the Wisconsin Developmental Guidance Competencies. These competencies were developed using the High School Student Career Development Indicators as taken from the National Career Development Guidelines.* A list of the competencies and indicators covered in this curriculum follows. The Wisconsin Developmental Guidance competencies are the numbered statements indicated in boldface type. The National Career Development Indicators are listed by letter under the appropriate competency. Several indicators are included in more than one competency.

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* The National Career Development Guidelines were developed by the National Occupational Information Coordinating Committee, Suite 156, 2100 M St., NW, Washington, D.C. 20037, (202) 653-5665. Copies of the Guide are available from NTSC, 1500 W. 7th Ave., Stillwater, OK 74074-4364, (405) 743-5197.

Wisconsin Developmental Guidance Competencies with National Career Development Guidelines Student Indicators

1. **Understand one's own learning abilities and how best to apply them.**
   a. Identify and appreciate personal interests, abilities, and skills.

2. **Become informed about self through assessment techniques.**
   a. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
   b. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, education, and career goals.
   c. Demonstrate an understanding of environmental influences on one's behaviors.

3. **Learn to set realistic goals and develop strategies to reach them.**
   a. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
   b. Describe the relationship of academic and vocational skills to personal interests.
   c. Demonstrate responsibility for making tentative educational and occupational choices.
   d. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

4. **Understand the school curriculum and the impact course selection will have on future plans.**
   a. Describe how skills developed in academic and vocational programs relate to career goals.
   b. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
   c. Demonstrate how to apply academic and vocational skills to achieve personal goals.

5. **Understand the school environment and what is expected.**
   a. Demonstrate learning habits and skills that can be used in various educational situations.
   b. Demonstrate positive work attitudes and behaviors.

6. **Understand physical, emotional, and intellectual growth and development.**
    a. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
    b. Describe how developmental changes affect physical and mental health.
    c. Describe the effect of emotional and physical health on career decisions.
    d. Demonstrate knowledge of life stages.

7. **Learn to cope with change and plan for the future.**
    a. Demonstrate healthy ways of dealing with stress.
    b. Demonstrate behaviors that maintain physical and mental health.
    c. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
    d. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
    e. Demonstrate how to apply academic and vocational skills to achieve personal goals.

8. **Learn human conflict resolution skills with adults and peers.**
    a. Demonstrate the ability to use peer feedback.
    b. Demonstrate effective interpersonal skills.
    c. Demonstrate interpersonal skills required for working with and for others.
    d. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

9. **Understand and appreciate one's own capabilities and those of others.**
    a. Identify and appreciate personal interests, abilities, and skills.
    b. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.

10. **Understand personal relationships and how to establish an independent identity.**
    a. Demonstrate an understanding of the difference between personal behavior and self-concept.

11. **Take responsibility for personal decisions.**
    a. Demonstrate responsibility for making tentative educational and occupational choices.

12. **Understand and develop decision-making skills.**
    a. Identify alternatives in given decision-making situations.
    b. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

13. **Understand the world of work and its expectations for employment.**
    a. Describe how learning skills are required in the workplace.
    b. Demonstrate skills in preparing a resume and completing job applications.
    c. Describe how occupational and industrial trends relate to training and employment.
    d. Demonstrate an understanding of the global economy and how it affects each individual.
    e. Identify the positive contributions workers make to society.
    f. Demonstrate knowledge of the social significance of various occupations.
    g. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
    h. Demonstrate academic or vocational skills required for a full- or part-time job.

14. **Become informed about educational/work alternatives.**
    a. Demonstrate skills necessary to compare education and job opportunities.
    b. Describe how skills developed in academic and vocational programs relate to career goals.
    c. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
    d. Describe the educational requirements of various occupations.
    e. Demonstrate knowledge of various classification systems that categorize occupations and industries.
    f. Describe the concept of career ladders.
    g. Identify individuals in selected occupations as possible information sources, role models, or mentors.
    h. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
    i. Demonstrate an understanding that job opportunities often require relocation.
    j. Describe school and community resources to explore educational and occupational choices.

15. **Understand continuous changes of male/female roles and how this relates to career choice.**
    a. Identify factors that have influenced the changing career patterns of women and men.
    b. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
    c. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
    d. Identify courses appropriate to tentative occupational choices.
    e. Describe the advantages and problems of nontraditional occupations.

16. **Develop the interpersonal skills necessary for harmony in the workplace.**
    a. Describe appropriate employer and employee interactions in various situations.
    b. Demonstrate skills and behaviors necessary for a successful job interview.
    c. Demonstrate skills in preparing a resume and completing job applications.
    d. Demonstrate employability skills necessary to obtain and maintain jobs.
    e. Demonstrate a positive attitude toward work.

17. **Become informed about up-to-date employment opportunities during and after high school.**
    a. Identify how employment trends relate to education and training.
    b. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
    c. Describe the concept of career ladders.
    d. Describe the influence of change in supply and demand for workers in different occupations.
    e. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.
    f. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
    g. Identify specific job openings.
    h. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
    i. Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.
    j. Describe the advantages and disadvantages of self-employment as a career option.

18. **Form tentative career goals and strategies to reach them.**
    a. Demonstrate responsibility for making tentative educational and occupational choices.
    b. Demonstrate knowledge of postsecondary vocational and academic programs.
    c. Describe career plans that reflect the importance of lifelong learning.
    d. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
    e. Identify steps to apply for and secure financial assistance for postsecondary education and training.
    f. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

19. **Understand lifestyle preferences and relate them to occupational interests.**
    a. Describe the effect of work on lifestyles.
    b. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
    c. Describe ways in which occupational choices may affect lifestyle.
    d. Describe the contribution of work to a balanced and productive life.
    e. Describe ways in which work, family, and leisure roles are interrelated.
    f. Describe different career patterns and their potential effect on family patterns and lifestyle.
    g. Describe the importance of leisure activities.
    h. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.
    i. Demonstrate skills necessary to function as a consumer and manage financial resources.
    j. Describe how society's needs and functions affect the supply of goods and services.
    k. Describe the costs and benefits of self-employment.

Curriculum Components

These instructor notes have been developed as a flexible tool for teaching. They include information necessary for implementing this curriculum, including instructions for conducting class activities, discussions, Center on Education and Work and Wisconsin Career Information System materials, background information for instructors, handouts, and the use of audio visuals.

Each indicator includes some combination of the following components which will be discussed below in more detail: Overview, Instructor Notes, Instructor Resource, Activity, and Handout.

Overview

At the beginning of each competency is a general overview of the content included for that particular competency. Within each indicator there is also a detailed overview which lists the intent of the indicator, content, instructional strategies, and instructional resources.

The *content section* highlights the content of a particular instructional strategy or instructional resource.

The *instructional strategies section* includes the type of activity being suggested to teach the specific content. The strategies could include: lecture, handout, activity, discussion, instructor resource, etc.

The *instructional resource section* lists the title of the instructor notes, instructor resource, activity, handout, or section of a workbook. There are usually more instructional resources than time allows thus enabling the instructor to make a choice of which materials will work best for participants in their program.

Also included in the instructional resource section is a reference list of related materials. This list may refer the instructor to additional information within the curriculum or to additional resources in other publications. The primary resources which are referenced throughout the curriculum are listed in boldface type in the "Referenced Material" section which begins on page 12.

Instructor Notes

This component will provide the instructor with background information for the lecture/discussion on a particular topic. The text is written in the right-hand column thus allowing the instructor to jot notes for future reference in the left-hand column.

Instructor Resource

Instructor Resources have been included as further background information or reference material for the instructor. These may be given to the participants if the instructor feels the information is relevant.

Handouts

Some information may be presented to participants on handouts. Discussions may be centered around this information.

Activity Sheets

In order to provide the participants with practical experience with the subject material, a variety of classroom activities have been included in the curriculum guide. There are several things you can do as an instructor to get the most out of these activities.

Introduce the activity in this order:

1. Describe the activity briefly.
2. Explain how the activity relates to the indicator for a particular competency.
3. Set a time limit.
4. Give instructions clearly.
5. Hand out the instructional materials only after you have given the instructions.
6. Pause for questions about the instructions.
7. Tell participants when to start.
8. Do not interrupt once the activity has begun.

Monitor the activity:

1. Circulate in the classroom to gauge how the participants are progressing.
2. Answer questions individually.
3. Announce the time remaining near the end of the activity.
4. If extra time is an option, ask, "Who needs more time?" Refrain from asking, "Is everyone finished?"

Debrief the activity with the entire group:

1. With participant contributions, summarize the learning points from the activity.
2. Relate these points to the original objective for the activity.
3. Discuss issues that need more clarification.
4. Provide a linking statement for a smooth transition into the next topic or activity.

Classroom Discussions

Discussions can be a useful tool for encouraging active involvement which may be utilized throughout the course. Some strategies for handling a discussion are as follows:

Introduce the discussion by setting the scene and stating the objectives:

- What is the purpose of the discussion?
- Why is it important for them?
- What will they get out it?

Start the discussion in one of the following ways:

- Describe a situation and ask participants how they would handle it.
- Set up a hypothetical situation and give the group a choice of action, neither of which is acceptable. A reasonable third alternative will result while debating the pros and cons of each.
- Ask a question directed at the entire group to kick off the discussion without threatening anyone in particular.

Maintain the discussion once it gets started:

- Guide, don't dominate, the group. Avoid talking too much or interrupting participants when they are talking. Questions asked of you by other participants should be redirected whenever possible.

- Wait before giving participants the correct answer; allow time for them to think. More effective learning will take place this way then if you provide them with the answers.

- Be flexible when participants get off the track, but if they get too far for too long bring them back to the topic through normal conversation.

- Avoid making judgmental statements about participants or their viewpoint.

- Use a variety of questions to keep the discussion going, provide participants feedback, and encourage those not participating to join the discussion.

Summarize the discussion:

It is important to summarize a discussion to review and to reinforce the important learning points. Some summarizing techniques are:

- Keep the summary short.
- Relate the most important learning points back to the purpose.

- If additional points need to be made, do this before the summary. Note that this is a summary of what *was* said, not what you *wish* were said.
- If you expect participants to summarize, let them know at the beginning so they have an adequate opportunity to do it well.

Audiovisuals

Here are some tips for using audiovisuals effectively:

Overhead transparencies

- Make sure the entire image is on the screen.
- Face the audience at all times (not the screen).
- Turn off the projector when it is not being used.
- Make sure the transparency is on the projector straight, not cockeyed.

Flipcharts

Flipcharts can be created on the spot or in advance. They are an effective tool for capturing discussion points and participant responses which may be posted and referred to later.

- Use every other sheet so that the writing does not bleed through.
- Use colors for emphasis.
- Write down key words and phrases which reflect the intended meaning.
- Make all your letters at least 2" tall.
- Hang up charts that are referred to a number of times.
- While writing, keep your face turned, in profile, toward the class.
- Write notes lightly in pencil in the upper corner if necessary.
- Use pictures and symbols to avoid using too many words.

Chalkboard

- Use for writing things that you need to refer to later.
- Write legibly.
- Use to capture participant responses.

Referenced Material

The following is a list of workbooks, computer software, and videos which have been referenced throughout the curriculum. The primary referenced works are indicated in boldface type.

Referenced Material

The following publications have been referenced in the overviews as additional resources. Titles of outside materials relevant to a specific indicator have been listed in the "Additional resources" section of that indicator's overview. Those texts which are indicated below in boldface type have been referenced extensively throughout the curriculum.

Print Materials from other publishers:

Building Blocks: An Annotated Bibliography for Single Parent Programming (identified as *Building Blocks* in the Overviews) is a valuable resource manual listing books, articles, curriculum guides, software, and videos for use in Single Parent Programs. Available from Department of Public Instruction, 125 S. Webster St., Madison, WI, 53707.

Challenges: A Young Man's Journal for Self-awareness and Personal Planning
(Identified as *Challenges* in the Overviews)
Changes: A Woman's Journal for Self-awareness and Personal Planning
(Identified as *Changes* in the Overviews)
Choices: A Teen Woman's Journal for Self-awareness and Personal Planning
(Identified as *Choices* in the Overviews)
More Choices: A Strategic Planning Guide for Mixing Career and Family
(Identified as *More Choices* in the Overviews)
These four workbooks take students through a step by step journey of self-discovery and introduce students to the life skills necessary for future success. Available from Advocacy Press, P.O. Box 236, Santa Barbara, California 93102.

Going Places: An Enrichment Program to Empower Students (Identified as *Going Places* in the Overviews) This curriculum guide for at-risk high school youth is designed to increase students' self-esteem, provide leadership skills, develop goal-setting and decision-making skills, and encourage career planning. Available from WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA, 02160.

Mentally Tough: The Power To Do Your Best uses humor to teach students how to control the way they perform so they can always perform at their best—or in other words, how to be "mentally tough." Available from Pacific Mountain Enterprises, 2617-A 12th Court, S.W., Olympia, WA, 98502-6045, (206) 754-4113.

A New Attitude: Life Lessons for Returning Women is a curriculum addressing overcoming self-defeating attitudes and learning positive life skills. Units include titles such as Identifying Behavior Patterns, Establishing a Loving Relationship, and Being a Responsible Parent. Available from The NETWORK, Inc., 300 Brickstone Square, Suite 900, Andover, MA, 01810, 1-800-877-5400.

What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers by Richard Nelson Bolles is one of the most popular, widely used job hunting guides. Available from Ten Speed Press, P.O. Box 7123, Berkeley, CA, 94707.

Center on Education and Work (CEW) Materials and Wisconsin Career Information System (WCIS) Materials

The Center on Education and Work at UW-Madison and WCIS provide a comprehensive array of participant, instructor, and counselor materials, resources, computer programs and other informational products designed to meet the career development needs of adults. A brief description of the materials and programs which address the specific needs for this curriculum follows.

For further information on obtaining CEW products, call 608-263-2929, or write to Center on Education and Work, 964 Educational Sciences Building, 10256 West Johnson Street, Madison, WI 53706. For further information on obtaining WCIS products, call 1-800-442-4612, or write to WCIS, 1078 Educational Sciences Building Unit 1, 1025 West Johnson Street, Madison, WI 53706.

CEW Print Materials

Achieving Success in Small Business is a self-instruction program designed to help small business owners/managers develop managerial/entrepreneurial skills. The program includes a handbook and six audio cassettes.

Career Survival Kit for Teen Education and Employment is a curriculum package designed to help teenage parents balance the dual roles of parent and wage earner. Includes three volumes entitled ***Life Skills Workbook: A Guide to Personal Growth*** (identified as *Life Skills Workbook* in the Overviews); *Personal Choices, Personal Power;* and ***Career Planning Workbook: Astronaut to Zoologist*** (identified as *Career Planning Workbook* in the Overviews).

Changing Roles of Men and Women is a curriculum guide covering gender bias, equity in the workplace and sex role stereotyping.

Dictionary of Occupational Titles includes 12,741 occupations and is cross-referenced to almost all career information systems.

Occupational Outlook Handbook contains information on nearly 200 occupations. The descriptions include: nature of work, required skills, working conditions, employment opportunities, training and advancement, earnings, related occupations and sources of additional information.

Steps to Starting a Small Business is a curriculum package offering 14 sessions outlining all the steps you need to follow when starting a small business. This two-volume package includes a teaching guide and a student guide.

Women in Higher Wage Occupations Resource Manual (identified as *Women in Higher Wage Occupations* in the Overviews) contains classroom activities and worksheets that will help students understand the impact a career choice will have on their lives. The materials give students the opportunity to learn about women in the workforce, occupational segregation and nontraditional careers.

Work in the New Economy includes an analysis of labor market information and projections for changes in the economy and work lives through the year 2000.

CEW Videos

Better Jobs: Using the OOH provides an entertaining and instructional program that encourages students to explore possible occupations in the *Occupational Outlook Handbook* before they graduate from high school.

Breaking Out: Career Choices for Teenage Parents shows former teenage parents in nontraditional, higher wage occupations, teens currently parents and in school and women in nontraditional jobs.

The Seven Phases of a Job Interview presents the following seven phases in humorous scenarios which are spoofs on recognizable cinematic styles: before the interview, opening moves, the interview, closing the interview, following up, negotiations and making a decision.

Stepping Out, Stepping In addresses both the woman contemplating a nontraditional career and the facilitator wishing to guide and support her efforts. The complete package includes two videos, facilitator's handbook, and a sample resume.

Teenage Parents: Making It Work follows a teenage mother through a day, raising issues concerning various needs and provides the solutions teen mothers have found successful.

WCIS Print Materials

Career Options Planner is a record folder for students designed to provide an organized method of keeping track of career exploration and career decision-making activities.

Developmental Guidance Classroom Activities provides ready-made teacher/counselor classroom guidance activities which are correlated to the Developmental Guidance Model.

Education Handbook contains information on more than 160 vocational/technical schools and 120 four-year colleges in Wisconsin and neighboring states.

Exploring New Worlds: Trades and Technical Occupations for Women (identified as *Exploring New Worlds* in the Overviews) encourages young women to consider careers in higher paying occupations. The workbook includes pencil and paper activities as well as brief life stories of women who are successful in skilled trades and high-tech fields.

Fast Forward contains student activities based on the Wisconsin Developmental Guidance Model. This workbook will help participants develop an understanding about the relationship between education and career choices and the expectations of the world of work.

Financial Aid Workbook is for students intending to pursue postsecondary education at any level and contains current information on the major federal and state financial aid programs.

Going to Work is for participants who intend to go into the world of work rather than pursue more formal education. The workbook will help the individual to learn critical job-seeking skills as well as job-keeping skills.

Occupations Digest is ideal for individuals with lower reading skills. It is written at the fifth grade level, and includes occupational descriptions, worker likes/dislikes, job entry and advancement information, starting salaries, and general outlook information.

Occupations Handbook informs you on over 750 occupations. This handbook describes the activities and duties involved, related education and training programs, method of entry, advancement opportunities, along with state and national outlook and salary information.

Passport to Employment is a workbook which helps high school students create a first-time resume.

Scan is a paper and pencil search instrument to help participants identify occupations that relate to their interests, values, and aspirations. After using Scan, participants are referred to the *Occupations Digest*.

Wisconsin Works is a career opportunities guide containing information on Job Service, JTPA, Military, Conservation Corps, Apprenticeships, and other career planning resources.

Working for Yourself not only provides a frank discussion of rewards and costs, but also describes the variations of self-employment in different groups of occupations, outlines characteristics of successful entrepreneurs, and presents essential aspects of business planning.

WCIS Software

Career Scan is designed for students beginning the career exploration process. The program matches an individual's preferences on several basic occupational characteristics with approximately 800 occupational titles.

Career Selector assists individuals in identifying tentative career choices. It is designed for students having adequate awareness of their career interests and preferences.

Career Skills is a powerful analytic and career assessment program which is particularly useful for people with some job experience. The program matches skills that the student selects to a database of over 350 occupations.

Financial Aid Scan is an analysis program to help students and their parents understand and prepare the standard financial aid application.

Job Hunters' Scan assists users in understanding job hunting skills. The software also shows the interconnections between education, occupations, and industries.

Make a Better Buck: A Career, Lifestyle and Budget Planner is a new software program for Apple and IBM computers. It helps participants to plan their future using realistic living costs, lifestyle considerations and occupational information that matches interests, abilities, educational level and salary needs to nearly 500 careers. It contains a strong emphasis on nontraditional career selection and higher wage occupations.

National College Selector contains a data base of approximately 1,600 colleges. Users search by characteristics desired in an institution including programs of study, athletic programs, and institutional descriptors.

Passport Maker is designed for high school students and can be used with *Passport to Employment*. The program helps the student in preparing a single chronological resume.

Regional College Selector contains a data base of regional colleges, universities, technical colleges and trade schools contained in the *Education Handbook.*

Resume Maker/Application Maker assists individuals in preparing a simple, chronological resume. *Application Maker* helps an individual prepare a personalized letter of application.

Scholarships provides a search for nationwide scholarship opportunities. It contains information on application procedures and qualifications.

WCIS Software Support Print Materials

Career Selector Workbook helps individuals prepare to use the *Career Selector* program.

Career Skills Workbook contains activities to help individuals prepare to use the *Career Skills* program. The workbook is recommended for use with larger groups.

Career Skills Cards help users complete the skills assessment necessary to use the *Career Skills* program. *Career Skills Cards* are particularly useful with those having low job readiness skills.

WCIS Videos and Other Products

The *Career Exploration and Planning Program* is a four video series designed to start students thinking and planning about their futures and their careers, and then help them to utilize information about themselves to choose possible career areas. Each video includes a user guide, describing content and suggesting applications and discussion topics. Includes *Your Future: Planning Through Career Exploration; Your Interests: Related to Work Activities; Your Temperaments: Related to Work Situations;* and *Your Aptitudes: Related to Learning Job Skills.*

The *Employability Skills* video series presents entertaining approaches to the basic steps in career and job success. These six videos correspond to chapters in the *Going to Work* workbook. Includes *Job Hunt: Staying on Track; Job Interviews: Tipping the Odds; Job Connection: Applying for Work; Let's Go: Success on the Job; Creating a Resume;* and *Career Options: A Winning Strategy.*

Entrepreneurship: A Vision for Everyone features young entrepreneurs representing seven occupational areas. The stories provide opportunities for discussing issues related to vocational education and starting a business, such as transferable skills, value of education, sources of financing, creativity, and confidence in abilities.

Kaleidoscope of Careers uses audio and visual imagery to describe 201 occupations in 17 categories. The occupations are clustered into five groups of 30-45 minutes each on three videotapes.

Keep That Job: The Game will introduce high school students to daily work situations which occur on every job and to the decisions they will need to make. The game format has teams of individuals pick from several options as to how they would respond to different situations.

Profiles: People and Jobs is a series of four videos designed to introduce high school students to high demand, rewarding occupations of the future. The series, which is based on the *Occupational Outlook Handbook,* includes curriculum guides.

Take This Job and Keep It was developed by the New York Department of Education to stimulate high school youth to develop job-keeping skills. The video explores teamwork, preparation, follow-through, honesty, and communication.

Winning the Career Game helps students become aware of job titles found in the work force and identify what people do in those jobs. The game is teacher/counselor managed using an overhead projector to display the game board.

Competency 1

Understand one's own learning abilities and how best to apply them.

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Competency 1
Overview

The dictionary defines self-esteem as "a confidence and satisfaction in oneself." In a broader sense, self-esteem describes how we feel about ourselves—how positively or negatively we view our personality, actions, and experiences. Self-esteem is also wrapped up in our self-concept or self-image. These terms describe our mental image of ourselves, our personal perception of who we are.

Healthy self-esteem and a positive self-concept are necessary foundations for achieving almost anything in our lives. In order to succeed in any area of life—in our personal relationships, school activities, or work experiences—we need to nurture a core of self-confidence and all-around good feeling about who we are.

In this first competency of the *Career Planning Curriculum for Teen Single Parents*, the focus is on self-esteem and self-image as a framework for understanding and appreciating our own unique selves. Participants completing Competency 1: Understand one's own learning abilities and how best to apply them will be able to:

a. Identify and appreciate personal interests, abilities, and skills.

The competency opens up with an assessment exercise to determine participants' levels of self-esteem. Following this, participants are led through discussions and activities addressing ways of improving self-esteem and building up a positive self-image.

Indicator 1a: Identify and appreciate personal interests, abilities, and skills.

Content	Instructional Strategies	Title of Resource
Assess self-esteem	Activity	*Barksdale Self-Esteem Evaluation*
Define self-esteem	Lecture; discussion	*Self-Esteem*
Describe strategies for improving self-esteem	Handouts; discussion	*Eight Ways to Boost Your Self-Esteem; Eleven Steps to Rebuilding One's Self-Image*
Recognize one's own strengths and abilities	Activity	*Acknowledging Personal Strengths*
Discuss affirmations as a means for building self-esteem	Lecture; discussion; activities	*Affirmations; Affirmations for Building Self-Esteem; Personal Victory List*
	Instructor resources	*Additional Resources: Print; Additional Resources: Non-Print*
	Additional resources	*See Also: Indicator 9a* **CEW Print Materials** •*Life Skills Workbook, pp. 31-35* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #14, 79, and 86* **Other Print Materials** •*Building Blocks, pp. 77-82* •*Going Places, pp. 23-64*

Barksdale Self-Esteem Evaluation

Directions: This Self-Esteem Evaluation measures your current level of self-esteem, your Self-Esteem Index (SEI), and serves as a gauge of your progress in achieving sound self-esteem. It is important to clearly understand all statements and be completely honest in your scoring if you are to obtain a valid SEI. It is essential that you answer these statements according to how you actually feel or behave, instead of how you think you "should" feel or behave.

Score as follows (each score shows how true or the amount of time you believe that statement is true for you):

0 = not at all true for me
1 = somewhat true or true only part of the time
2 = fairly true or true about half of the time
3 = mainly true or true most of the time
4 = true all the time

Score **Self-Esteem Statements**

______ 1. I don't feel anyone else is better than I am.

______ 2. I am free of shame, blame and guilt.

______ 3. I am a happy, carefree person.

______ 4. I have no need to prove I am as good as or better than others.

______ 5. I do not have a strong need for people's attention and approval.

______ 6. Losing does not upset me or make me feel "less than" others.

______ 7. I feel warm and friendly toward myself.

______ 8. I do not feel others are better than I am because they can do things better, have more money, or are more popular.

______ 9. I am at ease with strangers and make friends easily.

______ 10. I speak up for my own ideas, likes and dislikes.

______ 11. I am not hurt by others' opinions or attitudes.

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______ 12. I do not need praise to feel good about myself.

______ 13. I feel good about others' good luck and winning.

______ 14. I do not find fault with my family, friends or others.

______ 15. I do not feel I must always please others.

______ 16. I am open and honest and not afraid of letting people see my real self.

______ 17. I am friendly, thoughtful and generous toward others.

______ 18. I do not blame others for my problems and mistakes.

______ 19. I enjoy being alone with myself.

______ 20. I accept compliments and gifts without feeling uncomfortable or needing to give something in return.

______ 21. I admit my mistakes and defeats without feeling ashamed or "less than."

______ 22. I feel no need to defend what I think, say or do.

______ 23. I do not need others to agree with me or tell me I'm right.

______ 24. I do not brag about myself, what I have done, or what my family has or does.

______ 25. I do not feel "put down" when criticized by my friends or others.

To find your Self-Esteem Index (SEI), simply add scores of all Self-Esteem Statements. The possible ranges of your Self-Esteem Index is from 0 to 100. Sound Self-Esteem is indicated by an SEI of 95 or more. Experience shows that any score under 90 is a disadvantage, a score of 75 or less is a serious handicap, and an SEI of 50 or less indicates a really crippling lack of Self-Esteem.

Self-Esteem

Notes

Our self-concept or self-image is the "set of beliefs we have about ourselves. The picture you have of yourself influences the way you:

- treat yourself
- treat others
- others treat you

The degree to which one likes or approves of one's self-concept is the "grade" one gives oneself or personal assessment of one's self-image. Self-esteem is based on one's individual sense of being capable and lovable.

None of us are born with an intact self-concept or self-esteem. The basic ideas we have about ourselves are acquired from two main sources: how others treat us and what they tell us about ourselves.

- In infancy, the amount of affection, food, touching, physical care and warmth we receive convey a non-verbal aspect of love and worthiness.

- With the development of language, what others tell us about ourselves adds to developing one's self-concept.

- Away from the influence of home, one learns basic ideas about who we are, and also about who we should be; our "perceived" self vs. our "ideal" self.

The distance between perceived self and ideal self is one way to measure our self-esteem.

The status of women in our society today adds an additional handicap to the development of self-esteem in women. Prior to the advent of women's rights and equal opportunity legislation, women were externally oppressed by a male-dominated culture and society. Although legislation has alleviated external oppression to some degree, what remains is a form of internal oppression fortified by unexamined and unchallenged attitudes and beliefs.

Eight Ways to Boost Your Self-Esteem

- Learn something new every day.
- Do whatever it takes to make you feel sure of yourself.
- Cultivate people who give you a feeling of importance.
- Put out of your life anybody who puts you down.
- Do something every day that you do extraordinarily well.
- Concentrate on the things you like about yourself.
- If you can change the things about yourself that bother you, do it—immediately!
- Always remember that the people around you who seem so controlled and even smug could be fighting back pure panic.

Reprinted from Jo Foxworth, *Boss Lady's Arrival and Survival*, 1986, by permission of Warner Books, Inc., New York.

11 Steps to Rebuilding One's Self-Image

Step One:	Make a decision to change.
Step Two:	Change the way you look at yourself.
Step Three:	Say positive things about yourself aloud to others.
Step Four:	Re-examine your relationships with others, and make changes which will help you break destructive patterns and develop the "new" you.
Step Five:	Get rid of the negative self-thoughts in your head.
Step Six:	Write positive notes to yourself and pin them up around the house.
Step Seven:	Open yourself up to hearing positive comments from others.
Step Eight:	Make a specific change in your behavior.
Step Nine:	Give and get more hugs.
Step Ten:	Work hard at meaningful communication with another person.
Step Eleven:	Choose to enter into a therapeutic relationship in order to enhance your self-concept.

From REBUILDING: WHEN YOUR RELATIONSHIP ENDS © 1981 by Bruce Fisher. Reproduced for the Vocational Studies Center, University of Wisconsin-Madison by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, California, 93406. Further reproduction prohibited.

Acknowledging Personal Strengths

Time: 45 minutes.

Materials: Sheets of paper folded down the center.
Pencils.

Procedure:

- Distribute sheets of paper and ask participants to list the strengths they see in themselves on one side of the paper and to write their name on the top of the other side.
- Ask participants to pass their sheets around in a circle so that participants can write down the strengths they have observed in the person whose name appears at the top of the sheet.
- After all the sheets have gone around the circle and returned to their owners, participants then individually acknowledge aloud the strengths recorded on their sheets.
- Discuss what may be keeping participants from using their strengths and what fantasies they have about their own futures.

From Teresa D. LaFromboise, Circles of Women: Professional Skills Training with American Indian Women (Newton, Mass.: WEEA Publishing Center/EDC, 1989), p. 39.

Affirmations

Notes

Self-image reflects the continual conversations we have with ourselves as we constantly judge and interpret our own experiences. The impact of these conversations on our own self-image is powerful because our vivid imaginations interpret and store experiences and feelings in our minds as REALITY.

Consequently, criticisms may be recorded as true information on our subconscious level. For example, if someone is called "lazy," this makes an original print in this person's mind. Every time that experience of being called "lazy" is recalled it is as if it happened all over again.

The result is that once an imagined experience is recorded as real, we are stuck with it until we decide to displace it. It is possible to use positive imagination to visualize a new picture of yourself and bring about the desired changes. All meaningful and lasting changes start first in our imagination and then work their way into reality.

Affirmations, or "positive self-talk," are the best way to maintain or build up self-esteem. Affirmations deliberately lock out negative put-downs by displacing negative attitudes with new success attitudes.

An affirmation is a positive statement that replaces a negative feeling or message. Instead of allowing critical messages to continue playing over and over in your mind, you can choose a positive affirmation statement to take its place. Using affirmations on a regular basis can help you improve your self-esteem and maintain a positive self-image.

Affirmations for Building Self-Esteem

Directions: Read through the following affirmations and check those that you can identify with on the line provided.

______ • I am kind, compassionate and patient with myself.
______ • I am optimistic about life; I look forward to and enjoy new challenges to my awareness.
______ • I am my own expert, and I allow others the same privilege.
______ • I express my ideas easily, and I know others respect my point of view.
______ • I am aware of my value system and confident of the decisions I make based on my current awareness.
______ • I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
______ • I accept compliments easily and share my successes with others who have contributed to them.
______ • I feel warm and loving toward myself, for I am a unique and precious being, ever doing the best my awareness permits, ever growing in wisdom and love.
______ • I am actively in charge of my life and direct it in constructive channels. My primary responsibility is for my own growth and well-being.
______ • I am my own authority, and I am not affected by negative opinions or attitudes of others.
______ • It is not what happens to me, but how I handle it, that determines my emotional well-being.
______ • I am a success to the degree that I feel accepting of myself.
______ • No one in the entire world is more or less worthy, more or less important, than I am.
______ • I count my blessings and rejoice in my growing awareness.
______ • I am an action person; I do first things first and one thing at a time.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions,* April, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Personal Victory List

Directions: In the space provided below, write two to five affirmations that are unique to you.

1. ______________________________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

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Additional Resources

Print

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Competency 2

Become informed about self through assessment techniques.

Competency 2
Overview

In Competency 1, the focus was on self-esteem and self-image. To leave these topics at this stage, however, would only be telling part of the story—it's difficult to get at concepts like self-esteem and self-image without also addressing self-knowledge. Getting to know yourself is a necessary step toward not only improving your self-esteem and developing a healthy self-image but also preparing for success after high school.

Understanding yourself involves several processes: you must discover and appreciate your talents and abilities as well as recognize your shortcomings. The process of learning about yourself also involves examining the outside forces that affect who you are, what you do, and how you see yourself.

In the second competency of the *Career Planning Curriculum for Teen Single Parents,* participants are asked to learn more about themselves—about their personalities, abilities, experiences, and the forces that shape them. Participants completing Competency 2: Become informed about self through assessment techniques will be able to:

a. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
b. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.
c. Demonstrate an understanding of environmental influences on one's behaviors.

The first indicator provides a personality assessment and also gives background information on other outside assessments. In the next section, participants identify personal characteristics and abilities through a series of activities. Participants will then explore ways in which their personality traits affect career planning. In the final indicator, participants are asked to consider outside forces that shape their activities and experiences. Specifically, this section focuses on the affects of sexism and gender norms on personal behavior.

Indicator 2a: Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.

Content	Instructional Strategies	Title of Resource
Describe personality	Activity	*Personality Mosaic or other outside assessment (see Assessment Instrument Guide)*
	Instructor resources	*Assessment Instrument Guide; General Aptitude Test Battery*
	Additional resources	*See Also: Indicator 9b* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #3 and 36*

Personality Mosaic

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think—something that feels like *you*.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.

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20. I see education as a lifelong process of developing and sharpening my mind.

21. I love to dress in unusual ways, to try new colors and styles.

22. I can often sense when a person needs to talk to someone.

23. I enjoy getting people organized and on the move.

24. A good routine helps me get the job done.

25. I like to buy sensible things I can make or work on myself.

26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.

27. I have a great imagination.

28. It makes me feel good to take care of people.

29. I like to have people rely on me to get the job done.

30. I'm satisfied knowing that I've done an assignment carefully and completely.

31. I'd rather be on my own doing practical, hands-on activities.

32. I'm eager to read about any subject that arouses my curiosity.

33. I love to try creative new ideas.

34. If I have a problem with someone, I prefer to talk it out and resolve it.

35. To be successful, it's important to aim high.

36. I prefer being in a position where I don't have to take responsibility for decision.

37. I don't enjoy spending a lot of time discussing things. What's right is right.

38. I need to analyze a problem pretty thoroughly before I act on it.

39. I like to rearrange my surroundings to make them unique and different.

40. When I feel down, I find a friend to talk to.

41. After I suggest a plan, I prefer to let others take care of the details.

42. I'm usually content where I am.

43. It's invigorating to do things outdoors.

44. I keep asking "why."

45. I like my work to be an expression of my moods and feelings.

46. I like to find ways to help people care more for each other.

47. It's exciting to take part in important decisions.

48. I'm always glad to have someone else in charge.

49. I like my surroundings to be plain and practical.

50. I need to stay with a problem until I figure out an answer.

51. The beauty of nature touches something deep inside me.

52. Close relationships are important to me.

53. Promotion and advancement are important to me.

54. Efficiency, for me, means doing a set amount carefully each day.

55. A strong system of law and order is important to prevent chaos.

56. Thought-provoking books always broaden my perspective.

57. I look forward to seeing art shows, plays, and good films.

58. I haven't seen you for so long; I'd love to know how you're doing.

59. It's exciting to influence people.

60. When I say I'll do it, I follow through on every detail.

61. Good, hard physical work never hurt anyone.

62. I'd like to learn all there is to know about subjects that interest me.

63. I don't want to be like everyone else; I like to do things differently.

64. Tell me how I can help you.

65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.

67. The first thing I look for in a car is a well-built engine.

68. Those people are intellectually stimulating.

69. When I'm creating, I tend to let everything else go.

70. I feel concerned that so many people in our society need help.

71. It's fun to get ideas across to people.

72. I hate it when they keep changing the system just when I get it down.

73. I usually know how to take care of things in an emergency.

74. Just reading about those new discoveries is exciting.

75. I like to create happenings.

76. I often go out of my way to pay attention to people who seem lonely and friendless.

77. I love to bargain.

78. I don't like to do things unless I'm sure they're approved.

79. Sports are important in building strong bodies.

80. I've always been curious about the way nature works.

81. It's fun to be in a mood to try or do something unusual.

82. I believe that people are basically good.

83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.

84. I appreciate knowing exactly what people expect of me.

85. I like to take things apart to see if I can fix them.

86. Don't get excited. We can think it out and plan the right move logically.

87. It would be hard to imagine my life without beauty around me.

88. People often seem to tell me their problems.

89. I can usually connect with people who get me in touch with a network of resources.

90. I don't need much to be happy.

Scoring your answers

Directions: To score, circle the same numbers below that you circled on the Personality Mosaic.

R	*I*	*A*	*S*	*E*	*C*
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R ______ *I* ______ *A* ______ *S* ______ *E* ______ *C* ______

Which are your three highest scores?

1st ____ 2nd ____ 3rd ____

Read on for an explanation of your Personality Mosaic.

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Interpreting the Results

Directions: Look over the following description of the six components of the Personality Mosaic and see which one fits you best. Does this description agree with your six scores?

1. **Realistic (R)**

   THING person who lives in his/her body
   Independent/practical/physically strong/often aggressive/conservative
   Uses hands/eyes to explore things, achieve
   Uses body skillfully, rather than words, thoughts, or feelings
   Requires physical coordination, strength, agility, logic
   Enjoys risk, excitement, being outdoors, concrete problems, money, using tools large machinery
   Solves problems by doing

2. **Investigative (I)**

   DATA person who lives in his/her mind
   Independent/curious/intellectual/introspective/unconventional
   Uses reading/instruments to explore ideas
   Uses mind/information to achieve, rather than association with people and things
   Requires mental ability, logic, insight
   Enjoys challenge, variety, and complicated, abstract problems
   Solves problems by thinking

3. **Artistic (A)**

   DATA/THING person who lives in his/her mind, body and feelings
   Creative/sensitive/aesthetic/independent/introspective/expressive/unsocial
   Uses hands/eyes/mind to create new things, writings, ways of doing things
   Requires good eyes, ears, intelligence, perception of color, form, sound, and feelings
   Enjoys beauty, unstructured activity, variety, interesting and unusual sights, , sounds, textures, people
   Solves problems by creating

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4. Social (S)

PEOPLE person who lives in his/her feelings
Concerned leader/sensitive/humanistic/supportive/responsible
Uses feelings, words, ideas to work with people, rather than physical activity or things
Requires empathy, tact, perceptiveness, insight, genuineness
Enjoys closeness, sharing, groups, unstructured activity, being in charge
Solves problems by feeling

5. Enterprising (E)

PEOPLE person who lives in his/her project
Energetic/independent/enthusiastic/confident/dominant/political
Uses mind, words, feelings to deal with people and achieve
Requires sensitivity, insight, assertion, verbal ability, logic
Enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money
Solves problems by risking

6. Conventional (C)

DATA person who lives in his/her orderliness
Placid/orderly/careful/accurate
Uses mind, eyes, hands to carry out tasks
Requires logic, care, responsibility
Enjoys order, certainty, security, identifying with power, status
Solves problems by following rules

Assessment Instrument Guide

Topics:

1. Ability or Aptitude Tests
2. Career Interest Inventories
3. Personality Assessments

The assessment process promotes rational decision-making among participants. Personal information about abilities and interests should be evaluated as seriously as are facts gathered about specific careers. Test results present new evidence and options. They help participants to focus career exploration on areas which conform to personal styles, interests and abilities.

Sample Assessment Instruments:

- Ability or Aptitude Tests
    - ASSET
    - General Aptitude Test Battery (GATB)
    - Career Ability Placement Survey (CAPS)
    - Learning Styles Inventory
- Career Interest Inventories
    - COPSystem Interest Inventory (COPS)
    - Career Assessment Inventory (CAI)
- Personality Assessments
    - Personal Profile
    - Myers-Briggs Type Indicator (MBTI)

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Assessment Instruments

Note: Selection of tests should be based on participant needs and coordinated with services already available on campus. We suggest using at least one instrument from each category. Caution: Be careful not to overtest.

1. Ability or Aptitude Tests:

a. Instrument: ASSET

Purpose: The main purpose of this skill assessment is to help the participant identify present strengths and needs so she can build a solid plan for success in the educational options she chooses to pursue. Participants will learn about their skills in the areas of language usage, reading, and mathematics, and how they compare with the skills of other students.

Administered by: Personnel conducting information sessions

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $2.75 per participant

Time Required: Language usage, 11 minutes; reading skills, 20 minutes; numerical skills, 18 minutes

Used During Week Number: Used as a pretest

Can Be Obtained From:
The ACT ASSET Program
The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

b. Instrument: General Aptitude Test Battery (GATB)

Purpose: This aptitude test was developed specifically for vocational counseling in employment services and schools. It is designed to measure nine major aptitudes and skills required for occupational success.

Administered by: This battery may be administered only by individuals authorized by their State Employment Security Office. NCS will not process first-time orders for the GATB materials without authorization from your State Employment Security Agency.

Interpretation by: Certified TI staff member

Special Coursework or Certification Required for Administration or Interpretation: Authorization from State Employment Security Agency

Approximate Cost: Answer sheets, $25.00 per package of 250; test booklets, $11.00 per package of 100; scoring service (72-hour service), $1.25 each ($25.00 minimum order)

Time Required: Sections 1 through 7 require 48 minutes to complete

Used During Week Number: Two

Can Be Obtained From:
National Computer Systems
P.O. Box 1294
Minneapolis, MN 55440
1-800-328-6759

c. Instrument: Career Ability Placement Survey (CAPS)

Purpose: The purpose of CAPS is to provide the participant with information about her abilities to help in career planning. CAPS gives a prediction of success in similar careers. There are eight ability scales: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.

Administered by: Vocational counselor or instructor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: 25 copies for $30.00

Time Required: 40 minutes (8 times ability tests, each one timed for 5 minutes.)

Used During Week Number: Two (administered), three (interpreted)

Can Be Obtained From:
Edits
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107

d. Instrument: Learning Styles Inventory

Purpose: The Learning Styles Inventory was designed to assess a participant's preferred method or style of receiving and expressing information. The inventory is comprised of 45 items in statement form related to nine learning style subareas under the broad categories of cognitive style, social style, and expressive style.

Administered by: Participant (may need assistance with computer operation)

Interpretation by: Instructor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $35.00 for one microcomputer program

Time Required: 20 to 30 minutes

Used During Week Number: Six

Can Be Obtained From:
Education Activities, Inc.
P.O. Box 392
Freeport, NY 11520
1-800-645-3739

2. Career Interest Inventories:

a. Instrument: COPSystem Interest Inventory

Purpose: COPS is designed to help participants plan a career by helping to define the kinds of work they are interested in doing. The COPS compares the relative strengths of the participant's interests in activities performed in many different occupations. The interest scores are related to eight occupational clusters.

Administered by: Vocational counselor or instructor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: 25 tests for $9.00

Time Required: 30 minutes

Used During Week Number: Five

Can Be Obtained From:
Edits
Educational and Industrial Testing Services
P.O. Box 7234
San Diego, CA 92107

b. Instrument: Career Assessment Inventory (CAI), The Enhanced Version, 1986

Purpose: This vocational interest assessment tool is designed for individuals planning to enter occupations requiring a four-year college degree or less. The CAI was developed primarily for use in high schools, technical institutes, and community colleges with individuals who want immediate career entry or those who plan to enter occupations requiring some postsecondary education. The CAI helps participants better understand how their interests fit into the world of work and helps them understand how their interests compare to the interests of others.

Administered by: Vocational counselor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: Profile Report, Mail-In Scoring 5-29, $3.45 each; 30-49, $3.15 each. The color-coded *Profile Report*, provided in duplicate, graphically presents the scores on each scale. On the reverse side is printed interpretive information to be shared with the participant.

Time Required: 30 minutes

Used During Week Number: Four (administered), five (interpreted)

Note: Immediate scoring and reporting is available via Arion II teleprocessing. Microtest Assessment software is also available.

Can Be Obtained From:
National Computer Systems
P.O. Box 1294
Minneapolis, MN 55440
1-800-328-6759

3. **Personality Assessments:**

a. Instrument: Personal Profile

Purpose: The Personal Profile system presents a plan to help the participant understand self and others in the work environment. They learn about the differences in others and about the environment they require for maximum productivity and harmony in the work organization. The four goals of this instrument are: identify your work behavioral style; create the motivational environment most conducive to success; increase your appreciation of different work styles; identify and minimize potential conflicts with others.

Administered by: Certified associate

Interpretation by: Certified associate

Special Coursework or Certification Required for Administration or Interpretation: Consultant certified by the Carlson Learning Company, Minneapolis, MN.

Approximate Cost: $8.00 each

Time Required: One-half hour for administration, three to six hours for interpretation

Used During Week Number: Two

Can Be Obtained From:
An Associate of
Carlson Learning Company
12755 State Highway 55
Minneapolis, MN 55441
(612) 559-7480
Or contact:
Donna Boben (Certified Associate), (612) 426-2751

b. Instrument: Myers-Briggs Type Indicator (MBTI)

Purpose: The MBTI is a measure of personality dispositions and interest based on Carl Jung's theory of types. It characterizes individuals according to their style of gathering information, drawing conclusions, and relating to the world around them. It facilitates decision-making involving employment, education, and many areas of interpersonal relations.

Administered by: Vocational counselor or instructor

Interpretation by: A certified counselor with MBTI training

Special Coursework or Certification Required for Administration or Interpretation: The APT MBTI Training Program

Approximate Cost: Mail-in scoring for Profile Report (prepaid) 5-29 at $3.95 each; reusable test booklets, package of 25 at $10.00.

Time Required: 30 minutes

Used During Week Number: Three

Note: Software is available for administering, scoring, and reporting the results of the MBTI on an IBM PC or IBM-compatible computer, cost $200.00.

Can Be Obtained From:
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Or:

National Computer Systems
Professional Assessment Services
P.O. Box 1416
Minneapolis, MN 55440

c. Instrument: Please Understand Me: Character and Temperament Type

Purpose: This computerized version of the MBTI measures personality characteristics, career strengths and weaknesses, and interpersonal relationships. Provided in this program is the Keirsey Temperament Sorter which delivers a computerized analysis of the personality in terms of the four basic temperaments and 16 character types.

Administered by: Participant (may need assistance with computer operation)

Interpretation by: Instructor or certified counselor with MBTI training

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $89.00

Time Required: 20 to 30 minutes

Used During Week Number: Four

Can Be Obtained From:

Cambridge Career Products
#2 Players Club Drive
Charleston, WV 25311
(304) 344-8550

General Aptitude Test Battery

G - **Intelligence:** General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

V - **Verbal Aptitude:** The ability to understand meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meaning of whole sentences and paragraphs. Measured by Part 4.

N - **Numerical Aptitude:** Ability to perform arithmetic operations quickly and accurately. Measured by parts 2 and 6.

S- **Spatial Aptitude:** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P - **Form Projection:** Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Q - **Clerical Perception:** Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content. Measured by Part 1.

K - **Motor Coordination:** Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Measured by Part 8.

F - **Finger Dexterity:** Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately. Measured by Parts 11 and 12.

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M - Manual Dexterity: Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

The General Aptitude Test Battery is comprised of three factors. The Cognitive Factor is measured by Parts 2, 3, 5, and 6. The Perceptual Factor is measured by Parts 1, 3, 5, and 7. (Part 3, Spatial, contributes to both the Cognitive and Perceptual Factors.) The Psychomotor Factor is measured by Parts 8, 9, 10, 11, and 12.

Indicator 2b: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Content	Instructional Strategies	Title of Resource
Describe personal characteristics	Activity	*Bio-Poem*
Share ideas, values and feelings with others	Activities	*Identity, Connectedness and Power*
Recognize personal abilities and how they relate to goals	Activity	*You and Your Abilities*
Identify skill and personality strengths for exploring career choices	Activity	*What Will I Be?*
Examine relationship between personal values and career goals	Activity	*Rating Your Motivations for Working*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #4, 71 and 107* **Other Print Materials** •*Going Places, pp. 65-110*

Bio-Poem

Directions: Complete the Bio-Poem by using the words in parentheses. Then follow the instructions that are given below. In most cases each idea will be followed by a semi-colon. When you compete your "bio-poem," you will have defined yourself to some degree in lines between your first and last name.

Start out like this:

Line 1: Michael Dennie
Sibling of . . .

Use this pattern:

Line l: First name, middle name ...;
Line 2: (Sibling of) list names of brothers and sisters;
Line 3: (Lover of) finish this statement;
Line 4: (Most conscious of) indicate one, two, or three ideas that are important to you;
Line 5: (To whom happiness is) finish this statement;
Line 6: Use four adjectives or adjective phrases that you might use to describe yourself;
Line 7: (Hoping for) finish this statement;
Line 8: (Enjoying the sounds of) finish this statement;
Line 9: (Likes to wear) finish this statement ...What clothing do you feel most comfortable wearing?;
Line 10: (Resident of) indicate city, write the name of the street;
Line 11: Use just your last name.

Example:

Michael Dennie,
Father of Dennie, Lisel, Sabrina;
Lover of Judith, nature's greenery;
Most conscious of wealth--poverty, gluttony--starvation;
To whom happiness is a wide-eyed child staring at a smiling pumpkin;
Proud, humble, arrogant, honest;
Hoping for peace and understanding and full-bellied children;
Enjoying the sounds of small waterfalls through dense-mossed trees and Oregon misting;
Likes to wear blue, whale pins, and colorful hats;
Resident of Lake Oswego, Hemlock;
Wendt.

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Sample Bio-Poems

John Bradley;
Son of Robert and Maria;
Lover of beauty, happiness, love, my parents, the sky, sunshine;
Most conscious of appearances and beauty;
To whom happiness comes through hard work with a good pay-off in the end;
Very trusting, emotional, loving, alert;
Enjoying the sounds of laughter and music;
Likes to wear clean, neat clothing;
Resident of Portland, Colonial Court;
Johnson.

Anne Marie;
Sibling of Kathleen, Mark, John, Susan, Stephen, Andrew, Nancy, Paul, Mary, Michael, and Elizabeth;
Lover of people, the ocean, sunshine;
Most conscious of truth;
To whom happiness is winning, good friends, tennis, traveling;
Competitive, athletic, talkative, thoughtful;
Enjoying the sounds of victory, music, newborn babies, ocean;
Likes to wear bathing suits, leotards, deep colors;
Resident of Olympia, Old Line Road;
Granatelli.

James Jeffrey;
Brother of Kevin and David;
Lover of recreation, hunting, the desert;
Most conscious of respect from others;
To whom hapiness is complete with good friends and relatives;
Strong-willed, disciplined, competitive;
Enjoying wind howling on deserted desert and wilderness;
Likes to wear old Levis, chamois shirts;
Resident of Seattle, Shoreline Road;
Auffendexter.

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Identity, Connectedness and Power

Objective: Students will get to know themselves better and will share thoughts and feelings about themselves with others in the class.

Materials:
✓"Identity, Connectedness and Power" activity sheet (on the following pages)
✓3 x 5 index cards or small pieces of paper
✓Pencil or pen

Activity:

1. Before class, write the open ended statements listed on the "Identity, Connectedness and Power" activity sheet on 3 x 5 index cards. Write one statement on each card and keep the three groups of cards separate.

2. Have students break into three groups and give each group one of the three sets of cards.

3. Ask students to take turns drawing cards and completing the statements. If students draw a card they don't want to complete, they have the option of replacing it and drawing another.

4. After about ten minutes, have the groups switch sets of cards and repeat the process. Allow another ten minutes for the groups to go through this new set and then switch again so that each group has the chance to go through each set of cards.

Evaluation: Students will have completed open-ended statements about themselves, their feelings and their values.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Identity, Connectedness and Power

Identity

- My favorite _____ is _____.
- If I could have one wish, it would be _____.
- I'm happiest when I _____.
- I feel the saddest when _____.
- I feel most important when I _____.
- One question I have about life is _____.
- I get angry when _____.
- A fantasy I enjoy is _____.
- A thought I keep having is _____.
- When I get angry I _____.
- When I feel sad I _____.
- When I feel scared I _____.
- I get scared when _____.
- Something I want but I'm afraid to ask for is _____.
- I feel brave when _____.
- I felt brave when _____.
- I love to _____.
- I see myself as _____.
- Something I do well is _____.
- I worry about my _____.
- My greatest asset is _____.
- I often think about _____.
- The best thing about being me is _____.
- The worst thing about being me is _____.
- I hate _____.
- I need _____.
- I wonder about _____.
- I wish I had the courage to _____.

Connectedness

- People are _____.
- My friends are _____.
- The thing that makes me a good friend is _____.
- The things I look for in a friend are _____.
- Other people make me feel _____.
- I wish people would _____.
- I like people who _____.
- I don't like people who _____.

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- I believe _____.
- I value _____.
- I make friends by _____.
- My best friend _____.
- I wish my teacher would _____.
- The other students in this group _____.
- Men _____.
- Women _____.
- People can get to me by _____.
- Teasing people is _____.
- When people tease me, I _____.
- When someone tells me they like me, I _____.
- People like me because _____.
- People think I am _____.
- I think I am _____.
- Someone I'd like to get to know better is _____.
- I like it when somebody says to me _____.
- I wish I had told _____.
- I resent _____ for _____.
- I appreciate _____.
- I demand _____.

Power

- Something I do well is _____.
- Something I'm getting better at is _____.
- I can _____.
- I am proud that I _____.
- I get people's attention by _____.
- I get my way by _____.
- My greatest strength is _____.
- I can help other people to _____.
- I taught someone how to _____.
- I need help on _____.
- I'm learning to _____.
- I have the power to _____.
- I was able to decide to _____.
- When people try to boss me around, I _____.
- I don't like people to help me with _____.
- People can't make me _____.
- I get praise from others when I _____.
- People seen to respect me when I _____.
- I want to be able to _____.
- I want to be strong enough to _____.
- I want to be _____.

You and Your Abilities

Objective: Students will recognize abilities and how they relate to life tasks.

Materials:
✓"You and Your Abilities Inventory" activity sheet (on the following pages)
✓Pencil or pen

Activity:

1. Have students fill out the "You and Your Abilities Inventory."
2. After the inventory is completed, divide into small groups and discuss abilities discovered.
3. After the discussion is finished, place the inventories in student files for re-evaluation at a later date.

Evaluation: Students will have completed "You and Your Abilities Inventory" and discussed these abilities in small groups.

Reprinted from *Developmental Guidance Classroom Activities,* Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

You and Your Abilities

Name: ______________________ **Date:** ______________

Here is a series of questions intended to help you discover yourself. If you respond "yes" more often than "no" for any group of questions, you may assume that this area is probably one in which you are likely to shine—or at least one you should investigate further.

Intelligence

Yes **No**

1. Do you learn rapidly? ______ ______
2. Do you reason things out for yourself? ______ ______
3. Do you see relationships between what you learn and what you have previously learned? ______ ______
4. Do you remember what you heard or read without much effort? ______ ______
5. Do you have a large vocabulary which you are able to use easily and accurately? ______ ______
6. Do you have the ability to solve difficult mental problems? ______ ______
7. Do you ask intelligent questions? ______ ______
8. Do you have a wide range of interests or hobbies? ______ ______
9. Do you figure out original ways of doing things? ______ ______
10. Do you know about a particular field far in advance of your classmates? ______ ______
11. Are you alert, observant and quick to respond to new situations? ______ ______

Scientific Ability

Because science plays such a big role in the world today and there is a renewed emphasis on scientific subjects in schools, ability in this area is becoming increasingly important for academic success.

1. Do you understand mathematics better than most people in your class? ______ ______
2. Do you have a clear understanding of logical relationships? ______ ______
3. Do you have especially good hand-eye coordination? ______ ______

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	Yes	**No**
4. Do you spend time far beyond that required for an assignment on a subject of special interest to you?	______	______
5. Do you have the ability to continue working on a project or experiment in spite of repeated failures?	______	______
6. Do you want to know the causes and reasons for why things happen?	______	______
7. Do you spend a great deal of time on special projects, such as constructing a radio or phonograph or making a telescope?	______	______
8. Do you read scientific literature and find satisfaction in thinking about and discussing scientific inventions, discoveries or events?	______	______

General Creative Ability

Some people are endowed with the ability to think creatively. They are the ones responsible for varied aspects of our progress—social, scientific and cultural.

They are the "idea" people, and the fruits of their creativity may blossom in industry, science, art, writing, drama or music. The creative person may invent something entirely new, design a building, or paint a masterpiece. Leonardo da Vinci did all three. But he was unusual. Most of us would be glad to excel in only one area. Answer the questions below to see whether you may be hiding some creative talents.

1. Are you the kind of person who is likely to have new ideas on many subjects?	______	______
2. Are you the kind of person who invents things or creates original stories, essays, plays, poems, tunes or sketches?	______	______
3. Are you the kind of person who can use materials, words or ideas in original ways?	______	______
4. Are you the kind of person who sees flaws in methods or procedures and can suggest better ways of doing things?	______	______
5. Are you the kind of person who experiments with new methods or ideas?	______	______
6. Are you the kind of person who is flexible and open-minded who changes his or her mind if necessary and who is not afraid of new ideas?	______	______

Artistic Talent

	Yes	No
1. Do you enjoy drawing or painting?		
2. Do you usually choose a subject, technique or composition different from those most students select?		
3. Do you have some kind of artistic performance as a hobby?		
4. Do you use art as a means of expressing your feelings or reactions?		
5. Do you feel an interest in other people's artwork? Do you appreciate, criticize and learn from it?		
6. Do you like to model clay, carve or produce other kinds of three-dimensional art?		
7. Do you produce pictures, designs, or objects which other people (particularly those competent to pass discriminating judgment) admire?		

Dramatic Talent

1. Are you able to use your speaking voice to effectively reflect changes in mood or action?		
2. Are you able to shift into the personality of the character you are trying to represent?		
3. Are you able to produce a desired effect on an audience and elicit their applause and appreciation?		
4. Are you able to communicate feelings by means of facial expression, gestures and movement?		
5. Are you able to dramatize your feelings and experiences?		
6. Are you able to mimic or imitate others successfully?		
7. Are you able to win the praise of competent judges of dramatic performance?		

Musical Talent

1. Do you have an exceptionally good voice? Do other people regularly ask you to sing, and do they express enjoyment when they hear you?		
2. Do you have advanced training in singing or playing a musical instrument?		
3. Do you perform in an organized musical group?		

	Yes	No
4. Are you very interested in musical performance—vocal or instrumental?	______	______
5. Are you willing to practice intensively in order to perfect the talent you have?	______	______
6. Have you, in the opinion of a competent judge, musical talent far above that of most persons?	______	______

Persuasive Ability

Another ability which plays an important part in your life may be called "the power of persuasion." Physical, mental and personality traits can enable certain people to perform successfully as courtroom lawyers, political debaters or salespeople. These traits add up to the ability to move someone to action, whether that action is to but a magazine subscription or to vote for a presidential candidate. The power to persuade may show up in your ability to win a debate, or sell a grumpy neighbor a brush which will groom the family's cocker spaniel. Persuasive ability is measured by how effective one is in selling a product or an idea to other people.

1. Are you good at selling things?	______	______
2. Are you good at making your points in a discussion?	______	______
3. Are you good at debating?	______	______
4. Are you good at persuading friends, classmates or members of your family to do something you feel should be done?	______	______
5. Are you good at getting people to carry out their jobs on committees or in other group projects?	______	______

Physical Skills

These are the skills which are represented by your ability to do things requiring strength, coordination and endurance. Usually, physical ability is immediately evident in physical education class or on the playing field or in the swimming pool. You usually know when you are good, and it's no secret to the members of your class, either. At any rate, here are some questions which will verify what you know about your physical skills.

1. Do you have a great deal of energy and require considerable exercise to be happy?	______	______
2. Do you enjoy participating in highly competitive games?	______	______

	Yes	No
3. Do you have a reputation as an outstanding performer in one or more competitive sports?		
4. Do you like outdoor sports, hiking and camping?		
5. Do you usually win races in which you compete?		
6. Do you have unusually good physical coordination?		
7. Do you spend a lot of time swimming or playing basketball, tennis, football or baseball?		

Manual Dexterity

Manual dexterity is another skill that shows up only indirectly in your school activities. It involves the coordination of the movements of your arms, hands and fingers in doing various tasks. In one test measuring this skill, for example, test-takers must insert pegs in two columns of holes, first with one hand, then with the other, then using both hands together, then they must assemble pins, washers, and collars and insert them in the holes. The number of tasks they complete during a certain time period indicates the dexterity with which they can use their arms, hands and fingers.

Manual dexterity is important in many semi-skilled factory jobs, such as those done by various types of packers and assemblers. It is also important in many mechanical, professional and clerical jobs. The surgeon, the auto mechanic, and the typist, for example, would not be very successful at their jobs if they were "all thumbs." Although other abilities are necessary too, manual dexterity is helpful in their work.

1. Are you good at putting things together, such as puzzles or objects with several parts?		
2. Are you good at craft projects where you must work with delicate materials or tiny parts?		
3. Are you good at operating machines such as movie projectors?		
4. Are you good at working with mechanical gadgets such as motors?		
5. Do you like assembling objects with many small parts, such as model ships or planes?		
6. Do you like to build things that require painstaking work?		

What Will I Be?

Objective: Students will identify skill and personality strengths which are important in exploring career choices.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Ask students to think about strengths and list school subjects they like and are good in.

2. Ask students to consider personality characteristics and answer the following questions:
   a. Are you an introvert or an extrovert?
   b. Do you work better alone or with people?
   c. Are you a leader or a follower?

3. Have students brainstorm what type of general jobs they would enjoy and be good at, after matching skills and personality characteristics.

4. Have students explore the kind of schooling and experience needed for some of the jobs they selected. (By investigating careers of interest, students can find out how well their skills and personalities match specific careers.)

Evaluation: Students will have identified their skill strengths and personality characteristics and will have related these to the type of job they would enjoy.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Rating Your Motivations For Working

Why do people work? For many, a quick answer would be "to earn money." Money, however, isn't likely to be your only motivation for work. For some, it may be no motivation at all. Additional reasons underlie the need to work. People have interests or talents they wish to use. They may have ambition or social concern they need to express. They may wish to be useful, to change the world, to be admired, to be challenged. They may want to create something. Everyone has unique combinations of needs, wants, and values which motivate them to work.

It's important to understand **your** motivations for working in order to be able to identify the occupations which are most likely to satisfy you. The following exercise is designed to help you identify some of the motivations, needs, and values which are important to you.

Directions: Next to each statement below is a space to assess how well the statement applies to you. For example, if the statement is "I want to have my work seen and admired by others," circle "4" or "5" if respect and recognition from others are very important to you. circle "1" or "2" if your own approval of what you do provides you sufficient satisfaction. Try to avoid rating too many questions in the middle of the continuum; you will not get a clear picture of your motivations and values if most of your answers fall in the middle. Choose the response that most closely identifies your feelings.

SD - Strongly Disagree
D - Disagree
I - Indifferent
A - Agree
SA - Strongly Agree

Rate yourself as thoughtfully as you can. There are no right or wrong answers. The best answer is what is true for you as you respond to each statement.

Recognition (getting respect, prestige, social approval)	SD	D	I	A	SA
1. I want to have my work recognized and valued by others.	1	2	3	4	5
2. It is important to me to be acknowledged by others in my field.	1	2	3	4	5
3. The things people say and think about me are important to me.	1	2	3	4	5
4. I want to work for a well-known company.	1	2	3	4	5
5. A title is important to me.	1	2	3	4	5
6. Promotions are important to me.	1	2	3	4	5

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Achievement (attaining mastery of a field, self-advancement, growth)

	SD	D	I	A	SA
1. I enjoy seeing the results of my efforts.	1	2	3	4	5
2. I like to work toward broad and important goals.	1	2	3	4	5
3. I am most satisfied if I have a chance to learn from what I do.	1	2	3	4	5
4. It is important to me that my work lead to better opportunities.	1	2	3	4	5
5. I like to have a sense of accomplishment at the end of the day.	1	2	3	4	5
6. When I do something, I like to do it well.	1	2	3	4	5

Dominance (exercising leadership, directing, having power and influence over others)

1. I like to use my leadership abilities.	1	2	3	4	5
2. I enjoy planning and organizing things.	1	2	3	4	5
3. I feel good about myself when I am responsible for large enterprises.	1	2	3	4	5
4. I get a feeling of satisfaction from directing and supervising other people's work.	1	2	3	4	5
5. I like to direct the efforts of a group.	1	2	3	4	5
6. I like to see things happen, change, and develop as a result of my efforts.	1	2	3	4	5

Social Welfare (doing something which has meaning for others; working for society or another person's benefit)

1. I like the feeling of helping someone directly.	1	2	3	4	5
2. I would be happiest working in a service organization.	1	2	3	4	5
3. I like to help other people solve their problems.	1	2	3	4	5
4. I want the job I do to make life better for people.	1	2	3	4	5
5. Doing work that gives me a chance to help many people in need is important to me.	1	2	3	4	5
6. I want to use my energies and abilities to help make the world a better place to live in.	1	2	3	4	5

Self-expression (working in an area particularly suited to the development of one's abilities)	SD	D	I	A	SA
1. I like to test myself on the job to confirm my sense of who I really am and what I am good for.	1	2	3	4	5
2. I have a feeling I would really grow if I got into the right work.	1	2	3	4	5
3. I feel that a lot of my natural talent if being wasted when I'm not working.	1	2	3	4	5
4. Being able to express myself is important to me.	1	2	3	4	5
5. I would like the opportunity to try out some of my own ideas.	1	2	3	4	5
6. I want to grow as a person and develop my abilities.	1	2	3	4	5

Money (meeting material needs)					
1. I base my job decisions on the amount of salary and fringe benefits.	1	2	3	4	5
2. I would not take a job at a low salary in order to get a start in work I really want.	1	2	3	4	5
3. I think I tend to measure my worth as an employee according to my salary.	1	2	3	4	5
4. It is important to me to have as high an income as possible.	1	2	3	4	5
5. Getting money and material things is very important to me.	1	2	3	4	5
6. It is important to me to be financially secure.	1	2	3	4	5

Work Ethic (believing that work brings pleasure and satisfaction)					
1. I believe that work builds character.	1	2	3	4	5
2. After several days of leisure, I feel guilty about work I might have done.	1	2	3	4	5
3. I feel guilty if I take time out for leisure activities when I see others around me working hard.	1	2	3	4	5
4. Everyone should work to give back to society all she/he takes.	1	2	3	4	5
5. I enjoy working.	1	2	3	4	5
6. I have trouble relaxing when I'm on vacation.	1	2	3	4	5

Independence (being free from supervision and restriction)

	SD	D	I	A	SA
1. I need the feeling that I can depend on myself for a decent living wage.	1	2	3	4	5
2. I want to have some part of my life that is independent of others.	1	2	3	4	5
3. I like the feeling of being independent.	1	2	3	4	5
4. I feel other people are better off when I rely on myself rather than them.	1	2	3	4	5
5. I like to do things on my own without having to follow a lot of orders and directions.	1	2	3	4	5
6. I welcome the chance to make my own decisions.	1	2	3	4	5

Creativity (contributing new ideas, being original, and inventive)

1. I'm proud of my ability to offer new ideas in many situations.	1	2	3	4	5
2. I like to use my problem-solving ability.	1	2	3	4	5
3. I like to come up with a new way to handle an old problem or implement a more efficient approach or technique.	1	2	3	4	5
4. I like to tackle problems others prefer to avoid.	1	2	3	4	5
5. I like to try out original solutions rather than rely on conventional tactics and established procedures.	1	2	3	4	5
6. I spend time thinking of better ways to do things.	1	2	3	4	5

Challenge (handling difficult or complex work)

1. Easy work bores me and hard work stimulates me.	1	2	3	4	5
2. If there is a difficult problem, I have an urge to tackle it.	1	2	3	4	5
3. I want the work world to offer me the satisfaction of solving tough problems.	1	2	3	4	5
4. Without challenging work, I feel unused and unfulfilled.	1	2	3	4	5
5. I like to work on assignments that require real learning and effort.	1	2	3	4	5
6. I find it exciting to try to do something difficult.	1	2	3	4	5

Interpersonal Relations (being with other people)	SD	D	I	A	SA
1. I want the opportunity to be with people who share my interest.	1	2	3	4	5
2. I like being "where the action is."	1	2	3	4	5
3. I like the feeling of being part of a group or a working team.	1	2	3	4	5
4. I feel best when I'm with other people.	1	2	3	4	5
5. I think that working enriches my life with interesting friends.	1	2	3	4	5
6. I enjoy the opportunity to meet other people.	1	2	3	4	5
Variety (preferring diverse activities)					
1. I enjoy a variety of challenges, rather than just a single area of concentration.	1	2	3	4	5
2. I love change and variety; they make me feel alive.	1	2	3	4	5
3. I like to be involved in many activities.	1	2	3	4	5
4. I like the opportunity to work on new projects.	1	2	3	4	5
5. I like to have a lot of interaction with different kinds of people.	1	2	3	4	5
6. I dislike doing routine things.	1	2	3	4	5
Interest (finding stimulating activities)					
1. It is very important to me that I enjoy the task I do on my job.	1	2	3	4	5
2. My job should be a primary source of satisfaction to me.	1	2	3	4	5
3. It is important to me to be doing something I really like to do.	1	2	3	4	5
4. I want to get a lot of personal satisfaction from my job.	1	2	3	4	5
5. I enjoy being busy with interesting work.	1	2	3	4	5
6. I want to organize my life around interesting projects.	1	2	3	4	5

Directions: Go back to each section and add up your score for each category. Then plot your scores on the graph below. Connect the marks you make to show your profile.

Recognition
Achievement
Dominance
Social Welfare
Self-Expressions
Money
Work Ethic
Independence
Creativity
Challenge
Interpersonal Relations
Variety
Interest
6 9 12 15 18 21 24 27 30

Look at your profile and note which motivations are highest. You will need to be able to satisfy these needs in order to be happy with the career you choose. If there are ties, force yourself to choose the more important (to you).

Finally, fill in the answers below.

My five top motivations for working (in priority order) are:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Indicator 2c: Demonstrate an understanding of environmental influences on one's behaviors.

Content	Instructional Strategies	Title of Resource
Assess knowledge of gender bias and stereotyping	Activities	*Gender Communications Quiz; Attitudes Regarding Male-Female Characteristics*
Define sex roles and sexism	Lecture; discussion	*Sex Roles (OH)*
Explore gender socialization and childhood messages	Activities	*Suggested Questions for Sex-Role Stereotyping; Childhood Messages; Toy Department Survey*
Describe sex role stereotyping in the media	Activities	*Television Monitoring for Sex-Role Stereotyping – Programs; Television Monitoring for Sex-Role Stereotyping – Advertisements*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #20* **Other Print Materials** •*Challenges, pp. 14-18 and 22-39* •*Changes or Choices, pp. 14-18 and 21-33* •*More Choices, pp. 7-19, 105-106 and 111-113* **Other Materials** •*Videos: Free to Be You and Me and Still Killing Us Softly*

Gender Communications Quiz

Directions: How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals--the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	True	False
1. Men talk more than women.	____	____
2. Men are more likely to interrupt women than they are to interrupt other men.	____	____
3. There are approximately ten times as many sexual terms for males as for females in the English language.	____	____
4. During conversations, women spend more time gazing at their partner than men do.	____	____
5. Nonverbal messages carry more weight than verbal messages.	____	____
6. Female managers communicate with more emotional openness and drama than male managers.	____	____
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	____	____
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	____	____
9. Women are more likely to touch others than men are.	____	____
10. In classroom communications, male students receive more reprimands and criticism than female students.	____	____
11. Women are more likely than men to disclose information on intimate personal concerns.	____	____

From Myra Sadker and Joyce Kaser, *The Communications Gender Gap*, Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Avenue, N.W., Suite 308, Washington D.C. 20016, 1984.

True **False**

12. Female speakers are more animated in their conversational style than are male speakers. _____ _____

13. Women use less personal space than men. _____ _____

14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. _____ _____

15. In general, women speak in a more tentative style than do men. _____ _____

16. Women are more likely to answer questions that are not addressed to them. _____ _____

17. There is widespread sex segregation in schools, and it hinders effective classroom communication. _____ _____

18. Female managers are seen by both male and female subordinates as better communicators than male managers. _____ _____

19. In classroom communications, teachers are more likely to give verbal praise to females than to male students. _____ _____

20. In general, men smile more often than women. _____ _____

Gender Communications Quiz—Answers

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communication for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate—but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

From Myra Sadker and Joyce Kaser, *The Communications Gender Gap*, Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Avenue, N.W., Suite 308, Washington D.C. 20016, 1984.

Explanations of the Answers

1. **True.** Despite the stereotype, the research is consistent and clear. In classrooms, in offices, in group discussions, in two-person conversations, *men talk* more than their fair share of the time. For example, in one experiment male and female subjects were asked to describe pictures and engravings. The women's average description was approximately three minutes. For a man, the average time was 13 minutes.

2. **True.** When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all interruptions are by male speakers. Sociologists Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found that males interrupt females much more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think that interrupting is a way of exercising power. They say, "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

3. **False.** According to one research study 22 sexual terms were identified as describing men while 220 sexual terms applied to women. Further, most of the terms that label women as sexual beings tend to denigrate or trivialize them. Women often are compared to plants (clinging vine, shrinking violet), animals (chick, hog, cow, pig) and foods (honey, cookie, dish, sweetie).

4. **True.** Many studies—with subjects ranging from infants to the elderly—have shown that women are more likely than men to gaze at their partner. One reason may be that men talk more and women listen more. Research shows a listener of either sex looks more at a speaker than the speaker looks at the listener. Another possible reason why women gaze more frequently at a partner may be their need for and expertise in decoding nonverbal cues. However, in a direct staring confrontation women will be more likely to avert their eyes, especially when stared at by men. Frequently, a woman will tilt her head back rather than look directly at a man. Researchers call this a "presenting" gesture that reflects friendliness and submission.

5. **True.** Nonverbal messages carry over four times the weight of verbal messages. Other research shows that in most two-person conversations nonverbal messages convey more than 65 percent of the meaning. Women seem to communicate more effectively on this nonverbal channel. They are better than men at decoding nonverbal cues. They are also more likely to reflect their feelings through facial expression.

6. **False.** Research conducted at a midwest hospital and in the clerical departments and production lines of manufacturing firms shows that both female and male managers score higher than the general population in communicating friendliness and approval to subordinates. Further, women managers are no more emotionally open or dramatic than their male counterparts. Both sexes appear to feel that managers should not demonstrate these characteristics. However, there were some communication differences. Male managers were more dominant in style and more likely to direct the content and flow of the conversation.

7. **False.** While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication. Sociologist Pamela Fishman placed tape recorders in homes of couples who described themselves as free of traditional sex role stereotypes. Fishman recorded over 50 hours of conversations that occurred naturally. Over 96 percent of the topics men introduced were developed in conversations. Only 36 percent of the topics women introduced were similarly developed. Women asked more questions and were more willing to develop a topic introduced by men. In contrast, men "killed" conversational topics that women introduced by giving a minimal response, such as "um," and failing to ask questions or make more extended comments about the topic. In studies of mock jury deliberations, it has been found that women are more likely to make understanding and supportive comments.

8. **False.** Terms such as "mankind," "man," and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man," is used people envision males, even when the content implies both men and women. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (she to include everybody) reported feelings of pride, importance and power. And yet another researcher reports that when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6000 less in salary than when the word "woman" was used.

9. **False.** In fact, just the opposite is true. Throughout their lives women are more likely to be touched than men. The touching of women by men—guiding them through the door, assisting them with coats, helping them into cars—happens so frequently that it goes virtually unnoticed. Nancy Henley studied couples in a variety of outdoor settings and found that men touch women far more than the reverse. While many would describe this touching as indication of warmth and intimacy or even as a sexual overture, Henley believes that it is a nonverbal display of power.

10. **True.** The research is very consistent on this issue. From preschool through high school, male students are more likely than female students to be reprimanded for misbehavior. Some studies say they are eight to ten times as likely to be scolded. Sometimes they get reprimanded more because they are misbehaving more. But, other studies show that when female and males are misbehaving equally, the males are still more likely to get scolded and receive harsher penalties.

11. **True.** There is some inconsistency in the research here, but most studies show that women are more likely to reveal personal information about themselves. This pattern may reflect differences in power or status between males and females. For example, in work situations subordinates tend to reveal more personal information about themselves to their superiors than their superiors reveal to them. The more power a person has, the more personal information he or she is likely to receive.

12. **True.** Female speakers display more animated behavior including amount and intensity of eye contact, gestures, facial expressions, and body movement. Further, they are more likely to use a wider range of pitch and more variable intonations than male speakers. However, men appear to be more dramatic in their verbal behavior. They are more likely to tell anecdotes and jokes.

13. **True.** Women's space is far more likely to be intruded on by others. Women are approached more closely than men by both women and men. When women and men approach each other on the street, women are more likely to walk around men or move out of their way. In homes, men are more likely to have their room, study or den—an inviolate area where nothing is to be touched. Women also have space in a more confining way. While men are more likely to sit with arms and legs apart, women cross legs or ankles and sit with hands in their laps, taking up far less space. This reduced control of space or territory is characteristic of those with less power and status.

14. **True.** Both female and male members of audiences pay more attention to male speakers than female speakers. Audience members recall more information from presentations given by males. This appears to occur whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when male and female speakers make an identical presentation.

15. **True.** According to Robin Lakoff, "women's language" is characterized by certain patterns:

    - making statements that end in a questioning intonation or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?)

    - using qualifiers such as "kind of" or "I guess"

    - excessively polite speech

    - use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

    While not all studies support Lakoff's notion of women's speech, several show that women do express themselves with more diffidence and less assertion than men. Many researchers claim that tentative speech patterns do not characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communication in a police station. They found that both male and female clients who came to the station were more likely to use "women's language" than were either male or female police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, non-assertive style are less likely to be believed by a jury. In fact, only recently has the British Broadcasting Corporation (BBC) allowed women to read the news over the air because they were perceived to lack credibility or authority.

16. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they are more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

17. **True.** When people hear the word "segregation," they usually think about racial discrimination. Sex segregation may happen in more subtle ways, but it is widespread. Teachers, or students themselves, frequently form separate boy and girl lines, seating arrangements, work groups, play

areas, and even science lab work teams. Even college classrooms display sex segregation in student seating arrangements. Children cross racial lines more often than sex lines in classroom communication. Some researchers have found that students are often unwilling to work together on science projects. However, teachers can encourage boys and girls to play and work together simply by praising children engaged in cross sex interaction. An important implication of the research is that when girls and boys work and play together, they are less likely to hold stereotyped attitudes.

18. **True.** Despite the stereotypes, when employees work for a female supervisor, they vote their approval. Female managers are seen as giving more attention to subordinates, as more open to new ideas, and as more supportive of worker effort than male managers. Both female and male subordinates report that morale and job satisfaction are higher when supervised by women. Others report that women are more dependable, show greater concern and pay better attention to detail. Research on female managers in the business world is related to research in elementary schools. Studies on elementary schools with female principals show that these schools are warmer, more democratic, are characterized by higher student achievement and higher pupil and parental satisfaction.

19. **False.** Although women get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it is likely to be for neatness and appearance. ("That's an attractive paper." "You have very neat handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but they also criticize them more, ask them more questions, and give them more attention in general.

20. **False.** Women are far more likely to smile than men. They do this in many different social situations even though they are not necessarily happy or amused. In one field study researchers smiled at approximately 150 males and 150 females in public. In general, women returned the smiles more often than men. Women returned the smiles to men 93 percent of the time and to other women 86 percent of the time. Males smiled back at women 67 percent of the time, and they returned smiles to men 58 percent of the time. The researchers concluded that women give more than they get in this smiling exchange. "Women are exploited by men—they give 93 percent of the time but receive in return only 67 percent." Some writers claim that this pattern of frequent smiling is really a gesture of submission. Feminist Shulamith Firestone has called the smile a "badge of appeasement . . . the child/woman equivalent of the shuffle."

Attitudes Regarding Male-Female Characteristics

Directions: Indicate your attitudes by checking the proper column.

	More true of men	**No difference**	**More true of women**
Higher general intelligence			
Greater mechanical ability			
Greater managerial ability			
Greater physical strength			
Greater spatial ability			
More emotionally stable			
Greater verbal ability			
More aggressive			
More self-confident			
More independent			
Thinks logically			
Thinks creatively			
More decisive			
More absenteeism due to illness			
Greater need for education			
Greater need for career planning			
More limitations in career choice			
Greater motivation to achieve			
Greater need for status			
Greater need for independence			
Responsibility for contraception			
Greater responsibility for child care			
Greater responsibility for aging parents			

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Sex Roles

Notes

Sex Roles are defined as:

> "characteristics, behaviors, and functions assigned on the basis of gender."

Sexism is defined as:

> "differential treatment and expectations of people based on sex beyond what is predetermined by biology."

Some say that men and women have the same mental abilities, that under the same circumstances there is no difference in the way they behave. Others contend that heredity makes men different from women both in the way they think and the way they behave. Both views are fictitious.

The latest scientific evidence, largely confirming the findings of the past, indicates that there are significant mental and behavioral differences between the sexes. The evidence suggests, however, that nearly all the differences are caused by cultural tradition, not heredity.

Although there is no solid proof either way, most experts attribute sex differences in human behavior almost entirely to environment, from parents who consciously treat boys and girls differently, to a child's natural tendency to imitate the behavior of the same sex. From infancy on, children learn what it means to be a member of one sex or the other. This is reinforced through the media, in school, in the family, economically and in virtually all social systems.

The idea that sex attitudes are cultural has been supported by several studies. One of the more noted is Margaret Mead's 1935 comparison in "Sex

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Notes

and Temperament" of three New Guinea tribes. All three tribes had very different sex roles. One of the tribes was a reversal of our own culture, with the woman the dominant, impersonal, managing partner, the man the less responsible and the emotionally dependent person. From her studies of the three cultures, Mead concluded, "We no longer have any basis for regarding such aspects of behavior as sex-linked."

Attitudes

Four cultural notions of femininity that women often share are that women are:

- **Inferior**
  What many women have experiences as a personal sense of inferiority is in fact a larger cultural problem. Power is unequally distributed in our society; men having the power are considered superior and women having less power are considered inferior. In acknowledging either sex as superior or inferior, both are limited. It denies both men and women favorable characteristics that are generally associated with the opposite sex.

- **Passive**
  In the past, women were expected to depend upon men to direct their lives. They tended to feel passive and helpless, and expected and needed men to do things for them. The typical fantasy of young women is, "Someday, my prince will come." Those men are expected to turn them on, to do for them what they cannot do for themselves, to make them feel alive, and to affirm their existence. Because it is an impossible task, women continually set themselves up for disappointment.

  There is no factual reason why women cannot assert and affirm their own existence and act for themselves. Today they can choose to be dependent and see it as a strength, knowing

Notes

intimate relationships involve dependencies. They can enjoy their talents and abilities--who they are and what they do.

- **Beautiful objects**

Traditionally, females are taught to make themselves beautiful so that they can successfully compete with other women for the attentions of men. Women are told how they should dress and act in order to achieve their goal (i.e., to "capture" a man).

- **Wife and mother exclusively**

Until recently, child mortality was high, adult life expectancy short and contraception rare. This meant that for most of their adult years, women were involved in caring for young children and were necessarily dependent upon men for protection and economic support. Today women rarely bear children during all their fertile years, with two or three children being the norm. Lower birth rates combined with a longer life expectancy means that most adult women have a span of productive years free from childbearing and childrearing.

Sex Roles - "Characteristics, behaviors, and functions assigned on the basis of gender."

Sexism - "Differential treatment and expectations of people based on sex beyond what is predetermined by biology."

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Cultural Notions of Femininity

People often view females as:

- Inferior
- Passive
- Beautiful objects
- Wife and mother exclusively

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Suggested Questions for Discussion of Sex Role Stereotyping

1. Do you think it is all right for both boys and girls to cry?
2. Do you think that participating in sports is more important for boys than for girls?
3. Who do you think should have the final word when family disputes occur?
4. Would you want to be friends with a boy who showed "feminine" qualities?
5. Would you think it is all right for your father (or husband) to stay home as a homemaker if that's what he wants to do?
6. How would you feel if you saw a female business executive dictating a letter to a male secretary?
7. How would you feel if you saw a seven-year-old boy playing with a doll?
8. How would you feel if you were a nine-year-old girl, and you played softball better than anyone in your class?
9. How would you feel about being married and making a larger salary than your husband? How would you feel about being married to a woman who made a larger salary than you did?

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Childhood Messages

"Childhood messages" is a name given to how we saw life as it should be or ought to be. These messages came from the influence of significant authority figures early in our lives such as, parents, close relatives, school, peers, religion, etc. Some of the messages are seen (when children observe how parents treat each other, they interpret: "This is the way husbands and wives ought to be."); some are heard: ("You're such a klutz."); some are felt: (A disapproving scowl for improper behavior); and some are a combination. One way of identifying messages is to check out your beliefs and values and listen to your "shoulds" and "oughts."

Directions: Read through each of the following questions. Jot down the messages you heard as a child.

What did you believe about...

- feminine/masculine behavior?
- the importance of your intelligence?
- leadership?
- the intelligence of men/women?
- your ability to solve problems?
- your place in religion?
- your ability to deal with mechanical things?
- the importance of your education?
- working mothers?
- what your vocation would be?
- earning money?
- success for you?
- marriage?
- children?
- importance of your appearance?
- your relationship to women/men?
- your ability to excel in sports?

Reprinted from *New Beginnings*, with permission of Project PHASE, Tucson, Arizona.

Toy Department Survey

Time: Two or three days

Materials: Toy stores and toy departments in large stores

Procedure:

- Ask participants to go to toy departments in local stores (divide available stores between class members) and make lists of the types of toys available in the girls' section and in the boys' section.
- Ask participants to make a list of toys which seem to be displayed for both boys and girls.
- When participants bring results back to class, share findings and discuss the types of skills children learn from playing with the available toys and what implications this might have for adult career orientation.
- This type of inventory process could be conducted with toys of younger brothers and sisters or children in the neighborhood.
- Participants could also interview young children about their attitudes toward toys that are nontraditional for their sex.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Programs

Directions: The first chart is about the PROGRAMS you watch regularly. As you watch your usual television shows this week, pay attention to the messages you are given about men and women and fill in this chart using the following explanations:

1. **Name of Program:** Write down the name of the program you are watching.

2. **Speaking Roles:** Keep track of how many times men speak throughout the show. Keep track of how many times women speak throughout the show. Write the totals on the chart.

3. **Occupations:** Write down what jobs male characters have in the show. Write down what jobs female characters have in the show. Also keep track of what jobs Caucasian characters have, and what jobs are given to African Americans, Hispanics, Asians, or Native Americans.

4. **Perpetrators and Victims:** A *perpetrator* is someone who commits a crime, such as sexual abuse, burglary, battery, etc. Keep track of how many times males are depicted as committing crimes, and how many times women commit crimes on the shows you watch.

   Also keep track of who the victims of these crimes are. Keep track of how many times male characters are sexually, physically, or verbally abused; how often they are robbed, beaten, or are the targets of other aggressive acts. Keep track of how many times female characters are the targets of these acts.

5. **Program Producers:** Watch the credits and notice who produced the show you are watching. Was the producer male or female?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Programs

Name of Program	Speaking Roles #M	#F	Occupations M	F	Perpetrators #M	#F	Victims #M	#F	Producers #M	#F
TOTALS										

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Television Monitoring for Sex-Role Stereotyping - Advertisements

Directions: This chart is about the **ADVERTISEMENTS** that are on television during the shows you watch regularly. Record the following information for ten product advertisements during the week. Fill in the chart based on the following explanations:

1. **Product Advertisement:** What product is being advertised?

2. **Speaking Roles:** Record how many adult males, adult females, and children do the speaking in the commercial.

3. **Occupations:** Record the occupations of the male characters and the female characters in the ads.

4. **Target Audience:** To whom is this advertisement directed? Who will buy the product?

5. **Message:** What does the advertisement want you to know, think, or believe?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Advertisements

Product Advertisement	Speaking Roles #M	 #F	Occupations M	 F	Target Audience	Message
TOTALS						

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Competency 3

Learn to set realistic goals and develop strategies to reach them.

Competency 3
Overview

In order to achieve in school, work, or in any area of life, one needs to have goals. Knowing how to set goals and finding ways to meet those goals are skills everyone needs to succeed. For teen parents whose lives are complicated by multiple pressures and responsibilities, these goal-setting skills are particularly important.

Teen parents need to be concerned with learning how to set realistic goals for several reasons. They need to know how to map out a strategy in their education to help them prepare for the workforce. They need to develop skills to set career goals so that they can find satisfying, good-paying work. They need to learn about setting short-term and long-term goals for themselves and their children as they develop as parents.

In this third competency, participants are introduced to basic goal-setting concepts and are asked to consider how the decisions they make today will impact their future. Participants completing Competency 3: Learn to set realistic goals and develop strategies to reach them will be able to:

a. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
b. Describe the relationship of academic and vocational skills to personal interests.
c. Demonstrate responsibility for making tentative educational and occupational choices.
d. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

In the first indicator, participants examine the ways in which their choices regarding their education will impact future career options. Special attention is given to the importance of math and science in preparing for higher wage occupations. Through an activity in Indicator 3b, participants identify skills they have developed through recreation that may help them achieve their career goals. The third section outlines the basic steps involved in setting goals and designing strategies to reach them. In the final indicator of Competency 3, participants set tentative educational and occupational goals.

Indicator 3a: Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

Content	Instructional Strategies	Title of Resource
Identify courses required for various jobs	Activity	*Relationship Between Education and Career*
Describe the importance of math and science courses as avenues to higher wage occupations	Lecture; discussion	*Girls and Math: Enough Is Known for Action*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activity #16* •*Exploring New Worlds*, *pp. 42-43*

Relationship Between Education and Career

Objective: Students will identify different types of educational preparation required for various occupational clusters.

Materials: ✓Poster paper

Activity:

1. Have students discuss the following open-ended statements:
    a. When I talk to my parents about career-related activities, they...
    b. When I talk to my friends about career-related activities, they...
    c. In my opinion, the difference between work and play is...
    d. Things that make me feel important are...
    e. Things that are important to my teachers are...

2. Have students construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For example:

No Math	Some Math	A Lot of Math
a.	a.	a.
b.	b.	b.
c.	c.	c.

3. Have students poll occupations and people in their community and relate these occupations to actual educational preparation.

Evaluation: Students will identify several occupations and determine the amount of math needed for each occupation.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Girls and Math: Enough Is Known for Action

Girls are taking almost the same number of math courses as boys (2.9 vs. 3.0) however they are less apt to take Trig or Calculus.

In 1979 women accounted for 9% of the science and engineering work force; in 1988 that increased to 16%. However women are 45% of the total work force.
-National Science Board

In the last 15 years, many things have changed with regard to girls and math. While boys still outnumber girls in upper-level math, girls are no longer uncommon. And while women are not entering careers that need math in numbers equal to men, neither are women a rarity in these fields. At all levels there has been increased awareness of the underrepresentation of women in math, science, and engineering and what this could mean for the country, as well as for individual women. Calling it an issue of "paramount concern," former National Science Foundation director Erich Block urged Americans to look to underrepresented minorities and women to meet the growing demand for scientists and engineers in the United States.[1]

Thanks to research, we now know that sex differences in math achievement are small and declining.

Society's perception of women and math is changing, albeit slowly. Television scenes of mothers telling children to wait for their father for help with math homework because the mothers were "never any good at math" are being matched by scenes such as the November 1990 "Evening Shade" where the father tells his daughter to wait until her mother gets home to get help with math homework because the mother is so much better in math. Even in the movies, women who can't balance their checkbooks are being replaced by women such as the wife in *Presumed Innocent* who had a Ph.D. in math and a husband who had loved her helping him through algebra. Of course, she was the murderer, but . . .

"Math gap" narrows

During the past few years, there has been an explosion of research on girls and boys and math. Thanks to research, we now know that *sex differences in math achievement are small and declining.*

Analysis across hundreds of studies has found that in the general population women and girls outperform men and boys in math by a very small amount. Females score slightly higher in computation, males slightly higher in complex problem solving, and

Reprinted from "Girls and Math: Enough Is Known for Action," *WEEA Digest*, June, 1991, by permission of Women's Educational Equity Act Publishing Center, Education Development Center, Inc., OERI, U.S. Department of Education.

there are no differences in math concepts.

There are no sex differences in problem solving until high school, when differences favoring males occur. Greater male superiority in math achievement shows up in more academically selective populations.

Analysis of studies done before and after 1974 has found sex differences declining over the years to negligible levels. While women still lag behind in some aspects of spatial abilities and in math achievement at the top levels of mathematics, they are gaining on men in mathematics as a whole.[2]

Boys in math classes tend to receive more teacher time and attention than girls.

Research has also identified at least one of the reasons that boys show more interest in math. *Boys in math classes tend to receive more teacher time and attention than girls.* Teachers have been found to give boys more praise, more criticism, more remediation, and to be more apt to accept boys' responses. They also respond more frequently to boys' requests for help and talk to boys much more about ideas and concepts.[3] Boys are much more apt than girls to be in the small group of students who receive most of the teacher's academic time and interest and to receive more encouragement from their parents to take advanced math.[4]

Giving more attention and resources to boys is so much the norm that teacher who try to give equal attention to girls often feel uncomfortable because they feel the boys are being slighted.[5]

Questioning a "math gene"

The great preponderance of evidence indicates there is no "math gene." Sex differences in mathematics achievement have become small enough in most areas to be considered negligible. While society may change fast enough for this to happen, biology doesn't. Genetic differences tend to remain stable, but sex differences in mathematics achievement are decreasing.

Sex differences in such traditionally "masculine" areas as spatial relations have been eliminated by changing teaching practices and providing both girls and boys with opportunities to build their skills.[6] Practice can improve many things, but not genes.

The finding that gifted seventh-grade boys are much more likely to score highly on the SAT: Math is often used to justify a biological basis to math sex differences. However, this reasoning is seriously flawed. Fundamental errors occur when researchers "assume that because girls and boys have been in the same math classes they have had the same experiences, assume that differences on SAT, a test that courts have found to be biased against women, are biological, assume that gifted children whose parents pay over $30 for their children to take a test represent the population as a whole, [and] tell girls and boys *before* they take the

SAT that girls don't do as well as boys!"[7]

In earlier ages, it was believed that women could not pursue mathematics because their heads were too small, their nervous systems too delicate, or their reasoning capacities insufficient. Even such an eminent educational theorist as Rousseau believed that women were not qualified for research in abstract areas because their brains were unfit. While such notions are clearly passé, they do have twentieth-century counterparts.[8]

Changing the question

The question we should be asking is not "Is there a math gene?" but rather "Why are there so many fewer women than men in math-related fields, when the sex differences are so small?"

We have been successful in encouraging middle-class girls in math and science at the pre-college level, but we have not been as successful at the college level where young women enter math and science fields at much lower rates that young men and also drop out of math and science majors in greater numbers than do similarly talented young men with the same grades.[9]

The question we should be asking is not "Is there a math gene?" but rather "Why are there so many fewer women than men in math-related fields, when the sex differences are so small?"

We have also not been successful in encouraging low-income girls and girls of color in math and science even at the precollege level. And math is still a critical filter. Low-income students and students of color who take algebra and geometry go to college in numbers equal to wealthier whites. However, only half as many low-income students and students of color take these important courses.[10]

Where to start

The irony is that we know what to do. Based on research and evaluation we know how to get girls to take more math and science.[11] Here are some of the strategies we know work.

Intervene in seventh and eighth grades. In most schools, students decide in eighth grade if they will take algebra, an important first step to continued math involvement. After being in a program with activities showing that algebra can be fun, and being encouraged that they could do math, one group of low-income, urban, Hispanic girls all decided to take algebra.[12]

Intervene in ninth and tenth grades. Sophomore year is another key decision-making time. While girls and boys are equally apt to take algebra and geometry, girls are more likely than boys to stop there and take no more math.[13]

Design programs and math classes that incorporate what girls feel they are currently missing in much "school math." Girls decide to take more math and science (and continue taking the courses) after participating in math sessions they see as more fun, more relaxed, with less pressure and less competition, with more hands-on work and problem solving, and with teachers who explain more and answer questions, "making sure you understand."[14]

The career question

We also know some successful strategies to get girls to consider math and science careers.

Get girls beyond the "nerd" factor. Stereotypes about people who are good in math and science are still a problem. Informal social sessions with adult scientists have been shown to change high school girls' views of people who are good in math and science from "nerdy" and "strange" to people who are social and have a sense of humor. This holds for both white girls and girls of color.[15]

Emphasize career exposure, not career choice. Sessions on selecting a career for high school and middle school students don't seem to work in encouraging girls to choose math- or science-related careers. However, talking with scientists and engineers about their work has caused girls in several programs to consider those careers for themselves.[16]

Involve girls in activities that reflect the work of people in different science and math careers. Participating in hands-on engineering activities made girls in one program *six times* more likely to consider engineering as a career.[17]

Reduce the isolation frequently felt by girls who are already interested in math and science. Scheduling time for girls to "just talk" to each other has helped them find out that there are "girls just like me" who "have the same problems [of being a 'smart' girl in math and science]." Where follow-up is done, it has been found that most of the girls continue to keep in touch and provide each other with an ongoing support structure.[18]

Challenges ahead

While there is much we know, we have several important challenges left to face.

How do we institutionalize effective programs? Programs to encourage girls in math and science are "dependent on the kindness [or at least the funding] of strangers." Effective programs need to become institutionalized, to become budget items of the organizations that have hosted them for so long.

How do we reach large numbers of teachers? There will never be enough programs to reach all students who need them. Yet many of the characteristics of effective programs -- more hands-on and fun work, less individual competition -- can and should become a part of math and science classes.

How do we move away from the syndrome of "them that has, gets"? Most programs and classes are for boys and girls. Yet in coed settings -- even those incorporating gender equity -- boys tend to get the lion's share of attention and opportunities. Indeed, at the end of one gender-equity effort, teachers listed fewer girls as interested in science than they listed before the program started! We must learn how to make special programs special for all.

Researchers and practitioners, scholars and activists need to join together, to share what we know and to learn from each other. Those whose major interest is in equity must be involved in math reform efforts to ensure that these efforts are equitable, and those whose major interest is in math reform must be involved in equity efforts to ensure that these efforts are effective.

As Paul Tsongas reminds us, "Equal opportunity, we have learned, is more than an open gate. It is the appropriate complement of skills and fundamental self-esteem that makes the open gate meaningful. To just open the gate is to engage in a cruel gesture, no matter how innocently it is done."[19]

The gate is opening, much of the knowledge is there. It is up to us whether girls are offered a real chance or just a cruel gesture.

Patricia B. Campbell, Ph.D.
Campbell-Kibler Associates

For further reading on Dr. Campbell's research, see her article "So What Do We Do with the Poor, Non-White Female? Issues of Gender, Race, and Social Class in Mathematics and Equality," in Peabody Journal of Education *(vol. 66, no. 2 [dated Winter 1989; forthcoming 1991]).*

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[10] College Board, *Factors Increasing Access to College*, publication 003969 (New York: College Board Publications, 1990).

[11] For further information on the research in this area, see E. Fennema and G.C. Leder, eds., *Mathematics and Gender* (New York: Teachers College, 1990), 149-68, and Janet Hyde, Elizabeth Fennema, and Susan Lamon, "Gender Differences in Mathematical Performance: A Meta Analysis," *Psychological Bulletin* 107, no. 2 (1990): 139-55.

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[15] Patricia B. Campbell, "Douglass Science Institute: Three Years of Encouraging Young Women in Math, Science, and Engineering" (Campbell-Kibler Associates, Groton, Mass., 1991, report).

[16] Campbell and Shackford, "EUREKA! Program Evaluation"; Campbell, "Douglass Science Institute."

[17] Campbell and Shackford, "EUREKA! Program Evaluation."

[18] Campbell, "Douglass Science Institute."

[19] Paul Tsongas, *A Call to Economic Arms: The New American Mandate* (Boston: Foley, Hoag & Eliot, 1991), 72.

Indicator 3b: Describe the relationship of academic and vocational skills to personal interests.

Content	Instructional Strategies	Title of Resource
Identify skills acquired through recreational activities	Activity	*Skills Learned Through Recreation*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities,* *Activities #1, 2 and 27*

Skills Learned Through Recreation

Objective: Students will identify skills they have acquired through hobbies and recreational activities.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Have students list their ten favorite hobbies and extracurricular activities.

2. Have students break into small groups and discuss the following questions:
   a. What skills are used in these activities?
   b. Would these skills be valuable in postsecondary education or vocational training? In what sort of courses would they be useful?
   b. What types of occupations would require these skills?

3. Have one representative from each group report the various skills they came up with and the courses or occupations where these skills might be used.

Evaluation: Students will identify their favorite recreational activities and will recognize the skills used in these activities that could be valuable in educational or occupational settings.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 3c: Demonstrate responsibility for making tentative educational and occupational choices.

Content	Instructional Strategies	Title of Resource
Identify guidelines for setting goals	Handout; discussion	*Guidelines for Goal Setting (OH)*
Describe a step-by-step plan for setting goals	Handout; discussion	*Steps to Goal-Setting (OH)*
Create a concrete plan for achieving a goal	Activity	*Goal-Setting Principles*
Evaluate the plan	Activity	*Goal Plan Evaluation*
	Additional resources	*See Also: Indicators 11a, 12a and 12b* **Other Print Materials** •*Challenges, Changes or Choices, pp. 106-113 and 115-139* •*Going Places, pp. 137-200*

Guidelines for Goal Setting

1. **Be sure your goals are your own.**
   - It's your life. No one can set your goals for you.
   - Setting your own goals and striving to achieve them is a major step toward personal freedom and a meaningful life.

2. **Make your goals specific.**
   - The more specific your goals, the more direction they will provide.
   - Describe your goal as vividly as possible, i.e., "What can I do to my hair, skin, weight?" rather than "I want to look better."
   - Put your goals in writing. This helps you identify more clearly what you want. It increases personal commitment to them--an important factor in achievement.

3. **Your goal must be consistent.**
   - Are your goals and values compatible?
   - Incompatibility can lead to uncertainty and indecision resulting in pursuing no goals at all.
   - It's possible to set two or more goals where attainment of one prevents the other.
   - As a growing person, your needs and values are forever evolving; therefore you need to reevaluate goals periodically.

4. **Set realistic, attainable goals.**
   - Unattainable goals aren't goals, they're fantasies.
   - Identify the cost of accomplishing your goal in terms of money, effort and/or time.
   - Do you want to attain this goal, weighing the "cost" involved against satisfaction to be gained?

5. **Make your goals self-actualizing!**
   - High achievers get satisfaction by continually setting challenging and attainable goals.
   - Ask yourself whether this goal will provide a sense of achievement.
   - If you succeed, what will it do for you?

6. **Your goals must be measurable.**
   - If you cannot quantify, measure, rate or describe a goal, you may not know when you have attained it.
   - Set long-term, intermediate, and daily goals.
   - Coordinating your goals helps you to set priorities on your time, energy, and money.

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Goal Setting Guidelines

- Be sure your goals are your own
- Make your goals specific
- Your goal must be consistent
- Set realistic, attainable goals
- Make your goals self-actualizing
- Your goals must be measurable

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Steps to Goal-Setting

1. Make a list of all the things you think you'd like to do within your lifetime. This may take several days, but it's worth the time. Don't rule out anything because of age, lack of money or education, or any other barrier. Write down everything you can think of you'd like to do.

2. From this lifetime list, choose the things you think you can reasonably accomplish or at least begin within the next five years.

3. From your five-year list, decide which goals you can reasonably accomplish or at least begin within the next year. This will be your immediate goal list.

4. If you think you have too many goals on this list, prioritize. Decide which goals are reasonable for you to work on this next year.

5. For each separate goal, make a list of objectives -- ways in which you are going to proceed to reach this goal. The objectives are the small steps it takes to achieve your major goal. Don't leave out any step that will be necessary for each goal.

6. For each objective, set a time limit, a deadline. This needs to be exact to prevent procrastination.

7. Review your goals and objectives. Be sure your goals are realistic and yet present a challenge. Determine if your time limits are reasonable so that you are working toward your goal but are not overcome by stress.

8. Make sure all of the goals you have stated are really your own goals. Don't set goals just for the approval of your parents, spouse, children, or friends. Don't set goals because you think they're the "proper" goals. Set goals that do not conflict with your own value system.

9. Write these goals down. Post them where you'll see them frequently.

10. Tell someone else what goals you've set. This may be a family member, friend, or mentor. Voicing your goals to another person reinforces your commitment.

11. Start immediately to work toward your goals. Don't wait for a more appropriate time. Do it now!

12. Set a specific time each week or month to review your progress. Find out if you are honoring your timetable. If not, is it a mattter of discipline or do you need to revise your plan? Make necessary adjustments and continue toward your goals.

13. Reward yourself in some small way for each objective reached and in a large way for each goal met. You may want to set out specific proposed rewards as part of your initial plan to provide an added incentive.

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Steps In Goal Setting

1. Make lists
2. Define objectives
3. Establish a timetable
4. Review your goals
5. Write your goals
6. Share your goals
7. Start immediately
8. Review your progress
9. Reward yourself

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Goal-Setting Principles

Directions: Fill in the blanks for the following questions. Be honest in your responses.

A. Write a personal goal based on a decision you have made in your life.

____

____

B. Plan your goal by describing possible obstacles and ways to resolve them.

Possible Obstacles	Ways to Resolve Them

C. Write down the steps you will take to reach your goal:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________

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D. Prioritize the steps and determine how long it will take to accomplish each priority.

Prioritize the steps	Time to accomplish each priority

E. Group the steps into major categories of action. List major categories in the time order they would best follow:

Goal Plan Evaluation

1. Is the goal clear? ______ yes ______ no
What is unclear?

2. Do the major categories lead to the goals? ______ yes ______ no
What must be added?

3. Do the steps seem workable? ______ yes ______ no
How can they be improved?

4. Are the steps realistic? ______ yes ______ no
How can they be improved?

5. Are obstacles dealt with? ______ yes ______ no
What obstacles should be considered?

6. Are all phases in time order? ______ yes ______ no
What should be changed?

7. Will the plan work?

4	3	2	1
Definitely	Probably	Maybe	No

8. How can the plan be improved?

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Indicator 3d: Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

Content	Instructional Strategies	Title of Resource
Describe future plans	Activity	*Life Plans*
Identify one goal toward accomplishing future plans and outline steps to reach it	Activity	*Making a Dream Come True*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #57 and 117*

Life Plans

Complete the following sentences with those things that you think of immediately.

I would like to finish ______________________________

____

By the end of the year I want to ______________________________

____

By next month I'd like to ______________________________

____

I'd like to have enough money to ______________________________

____

What I want to change most about myself is ______________________________

____

One thing I'd like from my boyfriend/girlfriend is ______________________________

____

I'd like to be the kind of friend who ______________________________

____

One thing I'd really like to try is ______________________________

____

Some place I'd like to go is ______________________________

____

One of my good qualities that I'd like to develop further is ______________________________

____

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Making a Dream Come True

Think of a goal—something you have dreamed of accomplishing in your future. It can be any type of goal: educational, personal, or financial.

Write the Goal: Be very specific.

A Target Date: When do you want to accomplish this goal?

Expected Benefits: What are the ways that reaching this goal will help you?

Plans: What are the steps you need to take to reach your goal?

1.

2.

3.

Difficulties and Roadblocks: What are the things that might keep you from achieving your goals?

1.

2.

3.

Solutions: What actions can you take to overcome these difficulties?

1.

2.

3.

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Learning • Learning • Learning • Learning

Competency 4

Understand the school curriculum and the impact course selection will have on future plans.

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Competency 4
Overview

The previous competency led participants through the process of setting goals. In Competency 4, participants are asked to consider one specific aspect of setting goals for the future—educational plans. The decisions that teen parents make regarding their coursework in high school have a direct impact on their future options in either postsecondary education/training or work.

Educational plans and their relationship to future goals is the focus of the fourth competency of the *Career Planning Curriculum for Teen Single Parents*. Participants completing Competency 4: Understand the school curriculum and the impact course selection will have on future plans will be able to:

a. Describe how skills developed in academic and vocational programs relate to career goals.
b. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
c. Demonstrate how to apply academic and vocational skills to achieve personal goals.

In the first indicator, participants address the relationship between school and work by identifying skills needed for a variety of occupations. Participants think specifically about what high school courses contribute to career skills in the next indicator. Following this, participants relate what they have learned in the first two sections to their own specific career goals. Using an activity completed in the previous competency, participants identify skills required to prepare for their desired occupation.

Indicator 4a: Describe how skills developed in academic and vocational programs relate to career goals.

Content	Instructional Strategies	Title of Resource
Identify academic skills used within job clusters	Activity	*How School Relates to Work*

How School Relates to Work

Objective: Students will identify academic skills used within job clusters.

Materials:
✓"Job Clusters" activity sheet (on the following page)
✓Pencil or pen

Activity:

1. Give each student the "Job Clusters" activity sheet.
2. Ask students to place each job listed at the top under the appropriate job cluster heading.
3. Have students list school skills necessary for each of the 12 job clusters.
4. Upon completion of the exercise, divide class into groups of five so that they can compare results.
5. Have one person from each group present results to the class.
6. Discuss any discrepancies between job and school skills and how similar skills are interrelated between various job clusters.

Evaluation: Students will have completed the activity sheet and reached a consensus regarding how skills learned in school related to skills needed for a variety of jobs.

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Job Clusters

Directions: Place each job listed below under the cluster heading where you think it fits.

Jobs

Musician
Receptionist
Roofer
Medical Records Librarian
Biologist
Secretary
Registered Nurse
Mining Engineer
Real Estate
Computer Operator
Economist
Physical Therapist
Forester
Automobile Mechanic
Civil Engineer
Teacher
Watch Repairer
Oceanographer
TV & Radio Technician
Laboratory Technician
Actor
Contractor
Market Researcher
Retail Store Employee
Farm Worker
Public Relations
Bricklayer
Lawyer
Soil Scientist
Carpenter
Insurance
Glazier

Job Clusters

◆Sales Occupations

◆Building Trades

◆Performing Arts

◆Clerical & Related Occupations

◆Engineering

◆Other Professions & Related Occupations

◆Mechanics and Repairers

◆Health Sciences

◆Sciences

◆Agriculture Occupations

◆Conservation

◆Business Administration & Related Professions

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Indicator 4b: Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

Content	Instructional Strategies	Title of Resource
Identify courses that develop job skills	Activity	*High School Coursework Develops Career Skills*

High School Coursework Develops Career Skills

Objective: Students will identify the specialized skills and/or knowledge required for particular occupations and discover what high school courses contribute to developing these skills.

Materials: No materials are needed for this activity.

Activity:

1. Have students select an occupation which appeals to them.
2. Identify the specialized skills required for their selected occupations.
3. Have students list those high school courses that will help prepare them for this occupation.
4. Have each student report to the rest of the class.
5. Have students discuss what contributions each of their high school classes makes to their future careers.
6. Have students identify and discuss activities outside the classroom and how they contribute to career preparation (e.g., clubs, organizations, athletics, hobbies, offices held in organization, etc.).

Evaluation: Students will have selected an occupation, identified specific skills needed for that occupation, and identified high school courses most important in preparing for that occupation.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 4c: Demonstrate how to apply academic and vocational skills to achieve personal goals.

Content	Instructional Strategies	Title of Resource
Identify skills needed to reach personal goals	Activity	*Achieving Your Goals*
	Additional resources	**Other Print Materials** •*Going Places, pp. 137-200*

Achieving Your Goals

Objective: Students will identify the academic and vocational skills they possess which will help them achieve goals for the future.

Materials: ✓"Life Plans" activity sheet from Indicator 3d (page 3–27)

Activity:

1. Have students review the future plans they outlined in the "Life Plans" activity.

2. Have students form small groups and discuss the following questions:
   a. What skills have you developed in school that will help you achieve these goals?
   b. What vocational skills have you developed in school, work, or other programs that will help you achieve these goals?
   c. What skills, either school-related or work-related, will you need to develop in order to accomplish your goals? How can you go about developing these skills?

3. Have a representative from each group report to the class about the things their group discussed.

3. Have students list those high school courses that will help prepare them for this occupation.

Evaluation: Students will have reviewed the plans they described in the "Life Plans" activity and will have discussed the skills they will need to reach these goals.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Competency 5

Understand the school environment and what is expected.

Competency 5
Overview

Basic learning skills are not only valuable in high school but also in many situations one encounters in life. Today, the learning process continues far beyond high school, as the demands of a rapidly changing world make ongoing retraining and upgrading of skills necessary. The same studying habits that help someone succeed in high school may later help them in a vocational education course or in a training program at their place of employment.

Not only are basic learning skills useful beyond high school graduation, but healthy attitudes toward learning are as well. The same personal attitudes that help someone succeed in a secondary learning environment will also help them succeed in postsecondary training or in a work environment. These positive attitudes toward learning and work need to be developed along with basic learning skills to ensure success after high school.

The fifth competency focuses on developing solid learning skills and positive work attitudes for success both during high school and after graduation. Participants completing Competency 5: Understand the school environment and what is expected will be able to:

a. Demonstrate learning habits and skills that can be used in various educational situations.
b. Demonstrate positive work attitudes and behaviors.

The opening section addresses basic studying skills, including time management, taking exams, writing papers, and studying at home. This indicator also provides a guide for developing effective listening skills. In Indicator 5b, participants are asked to examine their attitudes toward work both in the context of school and work.

Indicator 5a: Demonstrate learning habits and skills that can be used in various educational situations.

Content	Instructional Strategies	Title of Resource
Describe good study habits	Lecture; handout; discussion	*Developing Study Skills; Study Skills*
Describe test-taking skills	Lecture; handout; discussion	*Examinations; Written Examinations*
Describe techniques for writing term papers	Lecture; handout; discussion	*Writing Papers; Writing Papers*
Identify listening skills	Handout; discussion	*Ten Keys to Effective Listening (OH)*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #60 and 61* **Other Print Materials** •*Building Blocks, pp. 53-56*

Developing Study Skills

Notes

1. **Develop a study schedule**

The usual rule of thumb is that you spend two hours studying for each hour spent in class. This may or may not be correct for you. Some classes require more study than others. As you progress in your education, you will be able to estimate the need for study time for each course. Allocating a specific block of time each day is helpful. Do your best not to let anything interfere with that time. This is often impossible, but a planned schedule of study hours helps structure your time and concentration.

2. **Have a specific place to study**

The kitchen is usually not the place. Not unless you live alone, anyway. If there are other people in your home, you need a more secluded place. Most of us cannot set aside an entire room as a study. If you can, that's great, but you do need a specific place. It can be a particular chair, hopefully in a room where you can close the door and be alone. If you have room for even a small desk with a couple of drawers and a good chair your study habits will improve. Unfinished desks are available for very little money and can be painted.

Arrange some type of storage for school supplies. This can be a filing cabinet which you purchase or it can be as simple as a box from the grocery store, but you need a place to file papers and keep notes and projects. Invest in a few file folders to keep your work organized.

3. **Avoid interruptions**

If you need to take the phone off the hook, do so. Let your family and friends know that at certain times of the day you are unavailable except for emergencies. Your family should know that study time is not the time for minor interruptions. A

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Notes

short study time without interruptions is worth much more than an extended time with continuous interruptions.

4. **Keep current with course work**

Probably the most important rule for developing good study habits is to keep current with your class work. Many students feel that if they don't have specific assignments to be completed by the next class meeting or if they are not having a test in the near future, there is no need to study between classes. Nothing could be further from the truth. Reading each assignment on time and keeping ahead on special projects and papers is the key to success in school.

5. **Learn to read with comprehension**

Everyone has had the experience of reading an entire page and then not being able to remember anything that was read. When you sit down to study, block everything else out. This includes noises throughout the house as well as unrelated thought. Concentrate your full attention on each paragraph you read. Needless to say, much study time will be wasted if you hold the book in front of you for two hours and yet have no comprehension of what you have "read." At first, this may be difficult. With practice, though , your powers of concentration will improve.

6. **Take effective class notes**

This is a matter of practice. It is not important to write down every word an instructor says and it is sometimes difficult to determine what is important. Some students concentrate so much on writing everything that they don't actually hear what is being taught. Listen first, and then concisely write the most important points.

7. **Review class notes soon after class**

After each class, review your notes. You can clear up any questions you may have, and you also lock into your mind the major points of each class.

Notes

8. Have a separate notebook for each course

This is a much better way of organizing notes than trying to keep notes for several classes in one notebook. Spiral notebooks or folders in which you insert lined papers work equally well. A notebook or folder with pockets on the cover is especially helpful for keeping class handouts.

9. Outline textbook chapters

This may not be necessary in every course, but it is helpful in courses such as history or science in which each chapter is filled with facts to memorize. Outlining the chapter and listing the major points of each section can streamline your study efforts. It also proves to be a study technique for reinforcing your reading and reviewing for exams.

10. Define key terms

Read through each chapter to discover key terms. Make a list of important terms and define them including dates, geographic locations, and major items associated with each term.

11. Mark your textbook

When you buy a textbook, it's yours to use. Underline, write in the margins, or whatever else helps you remember best. Some people use this as an effective way to take notes. It's probably not the best way because space is limited, but don't hesitate to mark in your textbook to help you remember.

12. Take study breaks

The school day for children is usually divided into forty-five or fifty minute periods with ten-minute breaks. This is a good rule to follow for study. After studying for approximately an hour, take a short break. The human mind seems to absorb only a certain amount without rest breaks.

Notes

13. **Don't skip classes**

You will probably be told that you are allowed a certain number of absences for each course. You may even be told that attendance will not be taken for some courses and whether you come or not is your choice. Grades are based on tests and special assignments. The truth is, however, that every time you miss a class you take the chance of missing some very important information not covered in the text which may appear on an examination. Sometimes it's necessary to miss class in case of illness and other avoidable problems, but don't believe that you can miss many classes and still do your best work.

14. **Take advantage of special helps**

Most colleges, especially junior colleges and community colleges, offer learning skills courses. These courses emphasize developing good study habits, how to take examinations, how to organize and write papers, and how to do library research. If you feel particularly hesitant about going to school, take one of these courses first. It will build your confidence and provide some very useful information. Sometimes these skills are taught in a workshop offered before the beginning of the semester so you would spend only one or two days instead of an entire course. Also, very often tutorial services are offered during the course of the semester. This is frequently a special math or English "lab" where several students are tutored together.

15. **Learn to type**

Typing is an extremely useful skill as a student. If you cannot type, you might take an introductory typing course as one of your first elective courses. Not only could you type your own papers, but you could type and organize class notes better. A typewriter is a major expenditure, but many colleges have typing labs where you can type when class is not in session. An inexpensive portable typewriter or a reconditioned standard typewriter is a very good investment for a student.

Study Skills

1. **Develop a study schedule**. Set aside specific blocks of time for study and try to stick to your plan.
2. **Have a specific place to study**. It can be a chair or a whole room, but set aside your "territory," including a place to keep notes, supplies, and books.
3. **Avoid interruptions**. Major emergencies, yes; but minor interruptions, no! Request your family's cooperation.
4. **Keep current with course work**. Stay up with your assignments. Falling behind means cramming at the last minute and not doing your best work.
5. **Learn to read with comprehension**. It takes practice, concentration, and discipline. Comprehension improves with experience.
6. **Take effective class notes**. This also improves with experience. Don't write down everything. You'll learn to identify the important points.
7. **Review class notes soon after class**. This practice will "lock in" the information and help you clarify points you find unclear.
8. **Have a separate notebook for each course**. Spiral notebooks, folders, or looseleaf binders. Keep class handouts with your notes.
9. **Outline textbook chapters**. This reinforces what you read and provides a good study guide.
10. **Define key terms**. As you read a chapter, make a list of important terms. Define each one including dates, geographic locations, and other major items.
11. **Mark your textbook**. It's yours. Use it in whatever way helps you recall or clarify the material.
12. **Take study breaks**. Every hour or so take a short break. You'll learn more in less time with a few breaks.
13. **Don't skip classes**. In emergencies only, but not as a general practice. You'll always miss something.
14. **Take advantage of special helps**. Learning skills courses, seminars, tutorial services, labs, workshops, tours, orientation sessions.
15. **Learn to type**. You don't have to be a typing whiz to type class notes and an occasional term paper. It's really an advantage to be able to type.

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Examinations

Notes

Anxiety about taking examinations is very common with students. A little experience in taking exams will help dispel that anxiety, but until then, the following are some suggestions.

1. **Don't panic!**

It is possible to develop such a fear of taking examinations that you forget what you have learned. It's also likely that you may make lower grades on your first few exams than you would like. You will learn from experience what type of tests an instructor gives and what information is most important. Remember that one test is not going to make or break your school career. You'll do much better if you can relax.

2. **Be rested**

Get plenty of sleep the night before a test. Studying all night or late into the night before a test is a last ditch measure which can be avoided by developing other good study habits. You cannot do your best on an exam it you're exhausted.

3. **Develop good study habits**

The best way to prepare for an examination is by using good study habits all semester. Cramming at the last minute is usually not effective.

4. **Group or individual study**

Decide whether you can study best in a group or individually. Usually weaker students benefit most by group study because they learn from the discussion of other students. Stronger students, however, tend to learn best by individual study. Often group study includes much idle conversation and misuse of time. It may be helpful for several students to study individually and then get together

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to share ideas for a group study session shortly before an examination.

5. **Ask the instructor's advice**

Find out from the instructor what type examination will be given. You will study a little differently for a multiple choice test than you will for an essay test, for instance. You may have to only recognize certain items for one test while on another type test you may be required to list those items from memory.

6. **Ask other student's advice**

Get advice from other students who have taken the same class. They'll be able to tell you such things as whether exams are taken mostly from textbook material or from class notes and what points the instructor gives preference to. Some instructors, being human, have favorite and not-so-favorite points of views or interests. It's good to find these things out from other students.

7. **Take necessary supplies**

Take at least two pencils to the test along with any other required materials. If you must bring extra paper, notebooks, pens, or other special equipment, be sure to have those available and ready.

8. **Allocate time**

If you have a time limit for taking a test, look through the test to determine how you need to allot your time for answering questions. For instance, if there are multiple-choice questions at first and some essay questions at the end, don't spend too much time on the multiple-choice and then end up with insufficient time to answer the essay questions.

9. **Read directions carefully**

Read the directions for each section carefully and respond appropriately. It's surprising how many

Notes

students take for granted that they understand the directions and then answer incorrectly. There's no excuse for not following directions and most instructors won't be very understanding.

10. **Read the entire question before answering**

It's tempting, especially on multiple-choice and true-false tests, to think you spot the right answer and skip reading the other choices. Frequently, multiple-choice answers are so similar that only one word makes a difference. By not reading all the choices, you may easily choose the wrong one.

11. **Answer questions you feel confident about first**

Begin by reading and answering those questions you are sure you know first. Then go back and give more time to those questions you have doubts about. After you complete all questions, if time permits, go back and review each question carefully to see if you still agree with your original answer. If not, don't hesitate to change your answer.

12. **Stay calm**

Don't let difficult problems upset you. You will probably see some questions that you are not prepared to answer. Don't let you inability to answer a difficult question throw you into such a panic that you make mistakes on other questions. Skip the more difficult questions and come back to them later.

13. **Outline essay questions**

When answering an essay question, quickly outline your answer. You can do this mentally, but it might be better to turn your paper over and write down your outline in one or two word items. This ensures your answer will be structured and organized effectively.

Notes

14. **Re-evaluate**

If you have time before you hand in your paper, read through the entire test to make sure you agree with your original answers. If not, change them. You may also spot errors in grammar or spelling in an essay question or find a question you inadvertently skipped. You may also discover that you did not completely follow directions.

15. **Celebrate!**

When you finish, reward yourself. If you did well, that's great. If you did not, put it behind you and begin working toward the next examination.

Written Examinations

1. **Don't panic.** One test will not make or break you academically. You can't perform your best on an exam if you are overly anxious. Relax!
2. **Be rested.** Studying all night is not the answer. If you keep current and put in a little extra work before a test, you'll do fine. If you're exhausted, chances are your mind won't function as well.
3. **Develop good study habits.** The best way to prepare for an exam is to prepare during the semester. All the study habits listed in **Study Skills** are important in preparing for exams.
4. **Group or individual study.** Perhaps a little of both. Don't depend on other people in a group completely, though. You'll need to study on your own.
5. **Ask the instructor's advice.** Find out what type of exam will be given, how much time will be allowed, and if it will be mainly from the textbook or from class discussions.
6. **Ask other students' advice.** Students who have taken the course in the past can give you pointers on how to study for an exam.
7. **Take necessary supplies.** Don't arrive at an exam without the required materials. Pens, paper, exam notebook, or whatever is required.
8. **Allocate time wisely.** Don't spend an extraordinary amount of time on one section of the test and not leave enough time to finish. Look through the test first and plan accordingly.
9. **Read directions carefully.** Always do this! There's no excuse for not following directions on an exam.
10. **Read the entire question before answering.** Even if you think you know the answer, one or two words may make a difference.
11. **Answer questions you feel confident about first.** Mark the ones you're sure to know, then go back and concentrate more on the others.
12. **Stay calm.** You'll think better if you don't get upset. Difficult questions become more difficult if you're nervous.
13. **Outline essay questions.** Either mentally or on the back of the test. Your answer will be more organized.
14. **Re-evaluate.** If you have time, go over the test to see if you still agree with your answers.
15. **Celebrate!** You deserve it!

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Writing Papers

Notes

Writing is an unavoidable part of higher education, whether only essay questions on a test or a 30-page term paper. Actually, writing does not have to be an insurmountable chore. With a little organization, it can be a pleasant learning experience.

1. **Choose an interesting topic**

That is, choose a topic that specifically interests you. Choosing a topic about which you have some enthusiasm makes the difference in your motivation to produce a good paper.

2. **Limit your topic**

Your topic should be well defined and fairly narrow. For instance, "World War II" would definitely be a topic much too broad. A better topic might be "Social Repercussions in America Resulting from World War II." That still is a fairly broad topic, but it's manageable for a term paper.

3. **Check resources**

Before you decide on your topic, check library resources to be sure you can find sufficient information. If you are interested in writing a paper on fashion accessories worn by women in Rhode Island between 1870 and 1880, for instance, you may have a difficult time finding specific sources.

4. **Plan your time**

Prepare an agenda for researching and writing your paper with corresponding deadlines. A paper written entirely in two days before the due date usually reflects that lack of planning. Divide your tasks into sections and allocate a time limit for each one. A proposed schedule might be:

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Decide on a topic by January 7.
Complete all library research by January 25.
Write preliminary outline by February 3.
Write rough draft by February 20.
Revise and finalize draft by February 28.
Type final draft by March 7.

5. **Ask for assistance**

Especially ask your reference librarian for help in locating materials. You can waste hours unnecessarily by not knowing the correct way to locate information. If there are local organizations pertaining to your topic, ask for any printed information or for interviews with members. If you have time, write national organizations for printed literature.

6. **Read extensively before writing**

Read all the materials you have gathered before you begin to write. Make notes as you read, but don't worry about form until you have exhausted your supply of materials. This way you'll have an overview of your subject before beginning to write.

7. **Reread for specific points**

During a second reading of materials you will probably begin to develop some organization for your paper. Divide the paper into sections and make notes for each specific section. If you write according to an outline, you may wish to work on only one section at a time.

8. **Be creative on your draft**

When you begin your rough draft, don't worry too much about sentence structure and fine points of grammar. Get your ideas on paper and then revise them later.

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Notes

9. **Neatness is very important**

A neat, attractive paper can improve your grade considerably. Never submit a handwritten paper. Your paper should be typed, double-spaced, and without obvious erasures or corrections.

10. **Use a style manual**

The college bookstore or supply store will have several different manuals for writing papers. Your department or instructor may prefer one in particular. These manuals give instructions on footnotes, bibliography, and grammar. If your instructor specifies a style manual, follow it precisely.

11. **Get help proofreading**

Ask another person to proofread and criticize your paper before final typing. Sometimes we fail to see our own obvious errors. You may avoid turning in a paper with a spelling or grammatical error by getting some help in proofreading.

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Writing Papers

1. **Choose an interesting topic.** You'll be more inclined to work on it if it's something you're enthusiastic about.

2. **Limit your topic.** Choose a topic narrow enough to be manageable for a term paper but broad enough to find adequate information.

3. **Check resources.** Find out if your library contains adequate information on your chosen topic.

4. **Plan your time.** Break down your writing project into small steps and set a deadline for each step.

5. **Ask for assistance.** The reference librarian is your greatest asset. Request information from individuals or organizations pertaining to your topic.

6. **Read extensively before writing.** Read all information you gather first. Make notes and get an overview of your subject.

7. **Reread for specific points.** Read the second time to form an outline and decide exactly what you will include.

8. **Be creative on your first draft.** Get your ideas on paper and then revise.

9. **Neatness is very important.** A neat, attractive paper will increase your grade. It should be typed, double-spaced, and with no errors.

10. **Use a style manual.** Your instructor may have a preference. If not, choose one and follow it precisely.

11. **Get help proofreading.** Sometimes we do not see our own errors. Another person may find some mistakes you miss.

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Ten Keys to Effective Listening

1. **Listen for ideas, not facts.** Start relating the facts to ideas as soon as you receive them.

2. **Judge content, not delivery.** Listen carefully to what people say, not their delivery. A person speaking with the air of authority could be dead wrong.

3. **Listen optimistically.** Make the conscious effort to be interested. The new material may be enjoyable.

4. **Don't jump to conclusions.** By assuming we know what is coming next we can seriously damage our understanding of what is being said. Clear your head of your own ideas and listen to the speaker's.

5. **Adjust your note-taking to the speaker.** Try to figure out as soon as you can how the speaker is organizing his/her ideas, and suit your note-taking to his/her style.

6. **Concentrate.** Focus on the speaker. Give him/her your attention and thought. Become aware of what interferes with your concentration and fight it.

7. **We can think four times faster than a speaker can talk.** Use this "space gap" to summarize and interpret, evaluate and respond.

8. **Work at and practice listening.** Effective listening is hard work. Responding and giving feedback shows interest. Intensive listening will even increase the heart rate and sometimes cause perspiration.

9. **Keep an open mind and hold your emotions in check.** Be aware that each person has their own set of emotion-laden words or situations that trigger thought, feelings and memories; deal with these and go on.

10. **Exercise your mind.** Only by handling difficult material do we gain confidence in our mental capacities and stretch those capacities.

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Ten Keys to Effective Listening

1. Listen for ideas, not facts.
2. Judge content, not delivery.
3. Listen optimistically.
4. Don't jump to conclusions.
5. Adjust your note-taking to the speaker.
6. Concentrate.
7. We can think four times faster than a speaker can talk—use the "space gap."
8. Work at and practice listening.
9. Keep an open mind and hold your emotions in check.
10. Exercise your mind.

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Indicator 5b: Demonstrate positive work attitudes and behaviors.

Content	Instructional Strategies	Title of Resource
Evaluate attitudes about work	Activity	*How Attitudes Influence Behavior*
	Additional resources	*See Also: Indicator 16e*

How Attitudes Influence Behavior

Objective: Students will evaluate personal attitudes related to work.

Materials:
✓"Work Attitudes" activity sheet (on the following page)
✓Pencil or pen

Activity:

1. Discuss how attitudes influence success in school and in the workplace. (Attitudes toward reality, authority and learning are especially important.)

2. Have students complete the "Work Attitudes" activity sheet in relation to school work.

3. Ask students to select one worker on the job and observe this person closely for these work attitudes.

4. Have students imagine that they are that particular worker and complete a second "Work Attitudes" activity sheet in relation to their "new" work role.

Evaluation: Students will have completed two "Work Attitudes" activity sheets—one about school and one about a work role. They will have identified and discussed similarities and differences between the two situations.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Work Attitudes

Name: ____________________ **Date:** ____________

	Attitudes	**Rating Scale** **Always**									**Never**
1.	I begin work promptly.	1	2	3	4	5	6	7	8	9	10
2.	I make good use of my time.	1	2	3	4	5	6	7	8	9	10
3.	I meet responsibilities promptly.	1	2	3	4	5	6	7	8	9	10
4.	I am on time.	1	2	3	4	5	6	7	8	9	10
5.	In group planning, I volunteer.	1	2	3	4	5	6	7	8	9	10
6.	I am courteous to co-workers.	1	2	3	4	5	6	7	8	9	10
7.	I am always prepared.	1	2	3	4	5	6	7	8	9	10
8.	I make an effort in all assigned tasks.	1	2	3	4	5	6	7	8	9	10
9.	I am dependable.	1	2	3	4	5	6	7	8	9	10
10.	I am well-groomed.	1	2	3	4	5	6	7	8	9	10
11.	I control my temper.	1	2	3	4	5	6	7	8	9	10
12.	I respect the rights of others.	1	2	3	4	5	6	7	8	9	10
13.	I work well alone.	1	2	3	4	5	6	7	8	9	10
14.	I follow directions willingly.	1	2	3	4	5	6	7	8	9	10

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Competency 6

Understand physical, emotional, and intellectual growth and development.

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Competency 6
Overview

Competency 6 opens the second section of this curriculum which focuses on personal and social issues. As an introduction to these types of issues, this competency addresses physical, emotional, and intellectual growth and development.

The teen years are a period of intense growth and development in several ways. On a very basic level, a teenager's body is growing and changing throughout high school. Teenagers are also taking great leaps in terms of emotional and psychological growth, as relationships with family, friends and others change and mature. Intellectual development is also key during the teen years as young people gain the skills they will need to succeed in the future. All of these changes can have profound effects on a teenager's emotional and physical health.

The sixth competency examines issues surrounding a teen's personal growth and development. Participants completing Competency 6: Understand physical, emotional, and intellectual growth and development will be able to:

a. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
b. Describe how developmental changes affect physical and mental health.
c. Describe the effect of emotional and physical health on career decisions.
d. Demonstrate knowledge of life stages.

In Indicator 6a, participants identify their values and describe how these values affect their future goals. In the following section, the instructor leads a discussion on the effects of the changes teens face on their emotional and physical well-being. The next indicator addresses the effects of life events on personal health and asks participants to consider the effects of events in their own lives. In the final indicator, participants learn about the life stages they will encounter after high school and how these stages affect their future plans.

Indicator 6a: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Content	Instructional Strategies	Title of Resource
Identify personal value system	Activity	*Values Appraisal Scale*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #5, 6, 12, 25, 91 and 101*

Values Appraisal Scale

This scale provides a brief, simple means of appraising your values.

Directions:
You will read 100 statements that reflect ten different values.
If a statement is **definitely true,** circle the 10.
If a statement is **mostly true**, circle the 7.
If you are **undecided** whether a statement is true or false, circle the 5.
If a statement is **mostly false,** circle the 3.
If a statement is **definitely false,** circle the 0.

	True				**False**
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to religious services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have many friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or my father.	10	7	5	3	0

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	True				False
12. I have taught a religious class or otherwise taken an active part in my religion.	10	7	5	3	0
13. I am willing to spend time helping other students who are having difficulty with their studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a god who answers prayers.	10	7	5	3	0
25. I prefer being an officer than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0

	True				False
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe it is important to support one's own religion by giving time or money.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I could rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0

	True				False
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive tastes.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least eight hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what significant others think about things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairperson at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0

	True				**False**
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet each day.	10	7	5	3	0
70. I often influence other people concerning their decisions.	10	7	5	3	0
71. I would like to be written up in Who's Who.	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must help.	10	7	5	3	0
78. I love my significant others.	10	7	5	3	0
79. I never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe people were created in God's image.	10	7	5	3	0

		True				False
83.	I enjoy buying clothes for members of my family.	10	7	5	3	0
84.	I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85.	I like planning activities for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things which help others.	10	7	5	3	0
88.	Someday, I would like to write a novel.	10	7	5	3	0
89.	I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92.	I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0
94.	When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my mother and father.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98.	I enjoy classical music.	10	7	5	3	0
99.	I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

Scoring Your Values Appraisal Scale

Directions: For each of the ten values, record the answer you circled for the statements indicated.

Fame		**Money**		**Power**		**Religion**		**Humanism**	
Statement #		Statement #		Statement #		Statement #		Statement #	
6		7		9		2		5	
16		21		14		12		13	
18		29		25		24		17	
32		40		39		34		31	
44		48		47		41		42	
57		60		61		53		58	
65		68		70		63		64	
71		76		75		72		77	
84		89		85		82		87	
92		97		93		91		100	
	Total		**Total**		**Total**		**Total**		**Total**

Family		**Health**		**Aesthetic**		**Creative**		**Social**	
Statement #		Statement #		Statement #		Statement #		Statement #	
8		1		3		10		4	
11		19		15		20		22	
27		26		28		23		30	
35		33		36		37		38	
43		50		49		45		46	
59		55		52		56		51	
67		69		66		62		54	
78		79		80		73		74	
83		86		94		88		81	
95		99		98		96		90	
	Total		**Total**		**Total**		**Total**		**Total**

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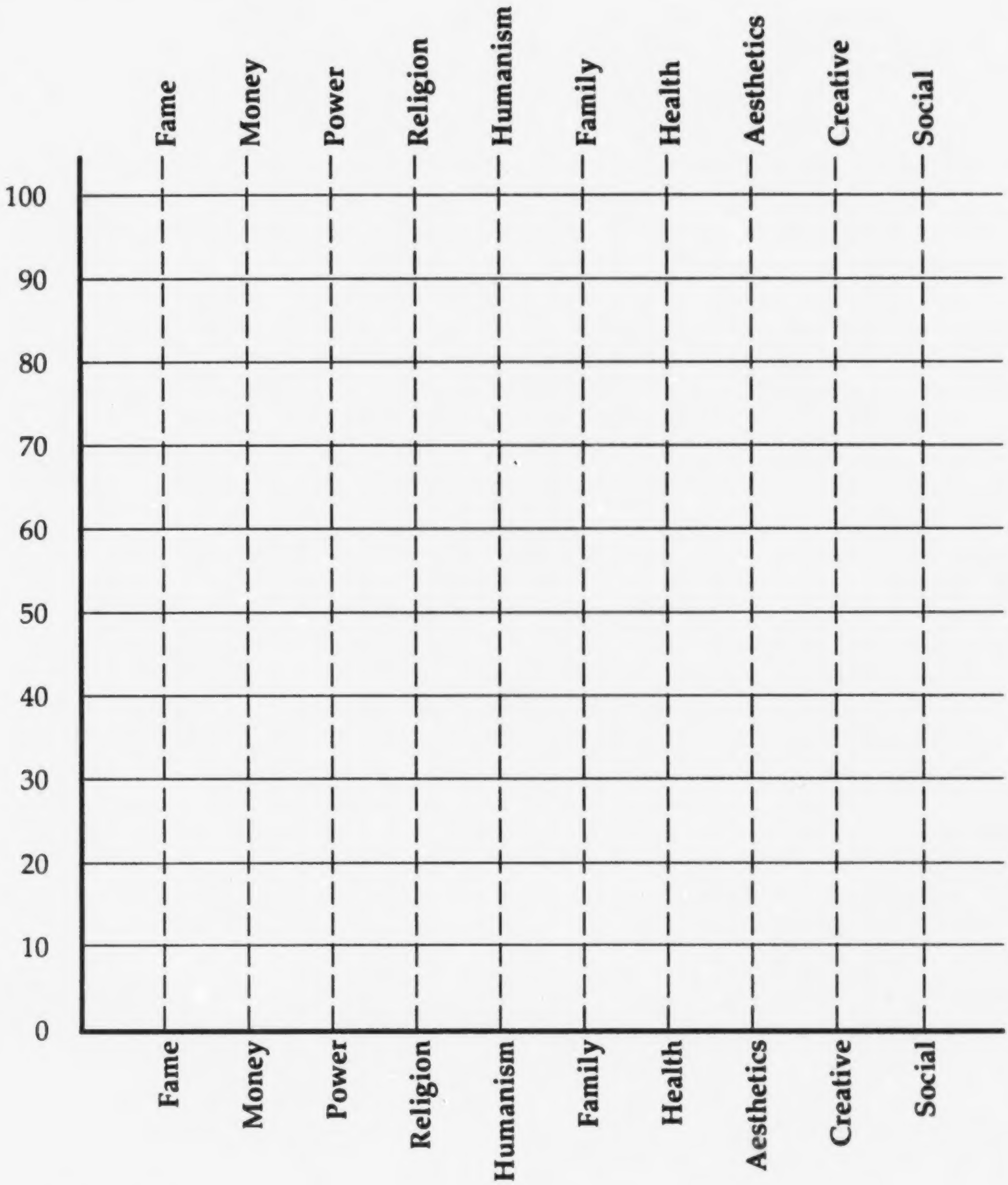
Profile of Values

Directions: Plot your own profile graph above by using your total for each value on the previous page.



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Indicator 6b: Describe how developmental changes affect physical and mental health.

Content	Instructional Strategies	Title of Resource
Identify developmental stages and changes	Group brainstorming	*Flipchart or blackboard*
Describe how changes affect health	Discussion	

Indicator 6c: Describe the effect of emotional and physical health on career decisions.

Content	Instructional Strategies	Title of Resource
Identify events that can affect overall health	Activity	*Social Readjustment Rating Scale*
Describe relationships between stress and wellness issues in different spheres of life	Activity	*Reviewing Life's Spheres*
	Additional resources	**Other Print Materials** •*Challenges, Changes or Choices, pp. 49-55*

Social Readjustment Rating Scale

Directions: First, check the life events that occurred during the previous two years. Then enter the **mean value** for each item checked in the right hand column. If an event occurred more than once, then multiply the number of occurrences by its mean value. Thus, if you were divorced twice during the two-year period, then the score of **divorce** is 2 x 73 = 146. Add all points in the **score** column to determine your total score.

Rank	Check if occurred	Life Event	Mean value	Number of times in past years	Score
1.	_____	Death of spouse	100	_____	_____
2.	_____	Divorce	73	_____	_____
3.	_____	Marital separation	65	_____	_____
4.	_____	Jail term	63	_____	_____
5.	_____	Death of close family member	63	_____	_____
6.	_____	Personal injury or illness	53	_____	_____
7.	_____	Marriage	50	_____	_____
8.	_____	Fired at work	47	_____	_____
9.	_____	Marital reconciliation	45	_____	_____
10.	_____	Retirement	45	_____	_____
11.	_____	Change in health of family member	44	_____	_____
12.	_____	Pregnancy	40	_____	_____
13.	_____	Sex difficulties	39	_____	_____
14.	_____	Gain of new family member	39	_____	_____
15.	_____	Business adjustment	39	_____	_____
16.	_____	Change in financial state	38	_____	_____
17.	_____	Death of a close friend	37	_____	_____
18.	_____	Change to a different type of work	36	_____	_____
19.	_____	Change in number of arguments w/spouse	35	_____	_____
20.	_____	High mortgage	31	_____	_____
21.	_____	Foreclosure of mortgage or loan	30	_____	_____
22.	_____	Change in responsibilities at work	29	_____	_____
23.	_____	Son or daughter leaving home	29	_____	_____
24.	_____	Trouble with in-laws	29	_____	_____
25.	_____	Outstanding personal achievement	28	_____	_____
26.	_____	Spouse begins or stops work	26	_____	_____
27.	_____	Begin or end school	26	_____	_____
28.	_____	Change in living conditions	25	_____	_____
29.	_____	Revision of personal habits	24	_____	_____
30.	_____	Trouble with boss	23	_____	_____
31.	_____	Change in work hours or conditions	20	_____	_____

Reprinted with permission from *Stressful Life Events: Their Nature and Effects* by R.H. Rahe and from the *Journal of Psychosomatic Research*, V. 11, pp. 213-218, Thomas H. Holmes and R.H. Rahe, "Social Readjustment Rating Scale," Copyright ©1967, Pergamon Press, Inc.

32.	_____	Change in residence	20	_____	_____
33.	_____	Change in schools	20	_____	_____
34.	_____	Change in recreation	19	_____	_____
35.	_____	Change in church activities	19	_____	_____
36.	_____	Change in social activities	18	_____	_____
37.	_____	Mortgage or loan less than 10,000	17	_____	_____
38.	_____	Change in sleeping habits	16	_____	_____
39.	_____	Change in number of family get-togethers	15	_____	_____
40.	_____	Change in eating habits	15	_____	_____
41.	_____	Vacation	13	_____	_____
42.	_____	Christmas	12	_____	_____
43.	_____	Minor violations of the law	11	_____	_____
			Total Score:		_____

Interpret Your Results

Your total score	Your chance of illness or injury	Your level of resistance
150 - 199	Low (9 - 33%)	High resistance
200 - 299	Moderate (30 - 52%)	Borderline resistance
300 or more	High (50 - 86%)	Low resistance - High vulnerability

The more Life Changes a person experiences, the greater his or her chances of getting ill. Approximately 80% of the people with over 300 Life Change units in the past year get sick in the near future; with 150 to 299 Life Change units, about 50% get sick in the near future; and with less than 150 Life Change units, about 30% get sick in the near future.

Discussion Questions for the Social Readjustment Rating Scale

Directions: Determine your total score on the social readjustment scale and compare scores in small groups of 2 - 3 people. Then discuss the following statements in small groups and scan the suggestions below for using the scale.

1. Do you feel your score is low or high? Why?

2. What was the lowest scoring life event you checked? The highest?

3. What event was easiest for you to cope with? most difficult to cope with?

4. Do you think you could have dealt better with the more stressful life events? If so, how?

5. Did these life events impact your physical health in any way? If so, how?

6. Did these life events impact your emotional or psychological well-being in any way? If so, how?

7. In what ways did these life events affect:
    - school?
    - work?
    - family?
    - personal relationships?
    - future plans?

8. How might future life events impact the different spheres of your life? For example, how might a stressful event impact school? work? family?

9. Given your past experiences, how do you think you will deal with life events you encounter in the future?

Remember, the more change you have, the more likely you are to get sick. Of those people with over 300 Life Change Units for the last year, almost 80% get sick in the near future; with 150 to 299 Life Change Units, about 50% get sick in the near future; and with less than 150 Life Change Units, only about 30% get sick in the near future. The higher your Life Change Score, the harder you should strive to stay well.

Reviewing Life's Spheres

Directions: Being able to specify expectations for life's three main dimensions contributes to one's feelings of satisfaction. In turn, satisfaction with life in general reduces tension and anxiety.

Answer questions for Columns I and II for each of the dimensions (work, family and personal) listed below.

Dimension	**Column I**	**Column II**
At a bare minimum, what do you want/expect from :	How well is that being achieved? How satisfied are you with this "sphere"?	What else beyond these minimum expectations are being gained?
A. WORK		
B. FAMILY		
C. PERSONAL		

Now, use these questions as a basis for group discussion:

1. What contributes to the satisfaction you feel with each life sphere?
2. How do your expectations/hopes for these various spheres fit or mesh?
3. How do your expectations relate to your stress? Positive way? Negative way?
4. How does this situation affect your satisfaction with each life sphere and life satisfaction generally?
5. How does satisfaction with life in general relate to stress reduction?

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Indicator 6d: Demonstrate knowledge of life stages.

Content	Instructional Strategies	Title of Resource
Identify life stages and relate them to career planning	Activity	*Planning Your Life*
	Additional resources	**Other Print Materials** •*Challenges, Changes or Choices, pp. 9-13* •*More Choices, pp. 20-21*

Planning Your Life

Objective: Students will explain why it is useful for a person to consider career goals while still in school.

Materials:
✓"Interview Questions for Life Span Chart" and "Life Span Chart" activity sheets (on the following pages)
✓Pencil or pen

Activity:

1. Discuss that frequently both men and women assume what their life plan will be without seriously considering their alternatives in terms of education, career, marriage and family. Many people do not plan ahead and just accept whatever comes along.

2. Give each student three copies of the "Life Span Plan Chart" and a copy of the interview questions. Point out that the chart shows the average age of some critical points in one's life.

3. Have students interview three adults to obtain the answers to the questions for the "Life Span Plan Chart."

4. Conduct a group discussion on the findings of the interviews.

5. Give each student a copy of the "Life Span Plan Chart" and ask them to fill in the ages and responses to the questions for the "Life Span Plan Chart" for themselves in terms of predicting a life span. To help them think about the future, ask students to imagine they are about the same age as the adults they interviewed and ask them to look back on their life stages.

6. Conduct a group discussion with students on their "Life Span Plan Chart" to aid them in clarifying the reality of their responses and to aid them in formulating a realistic plan for themselves.

Evaluation: Students will have discovered reasons for planning their career goals now.

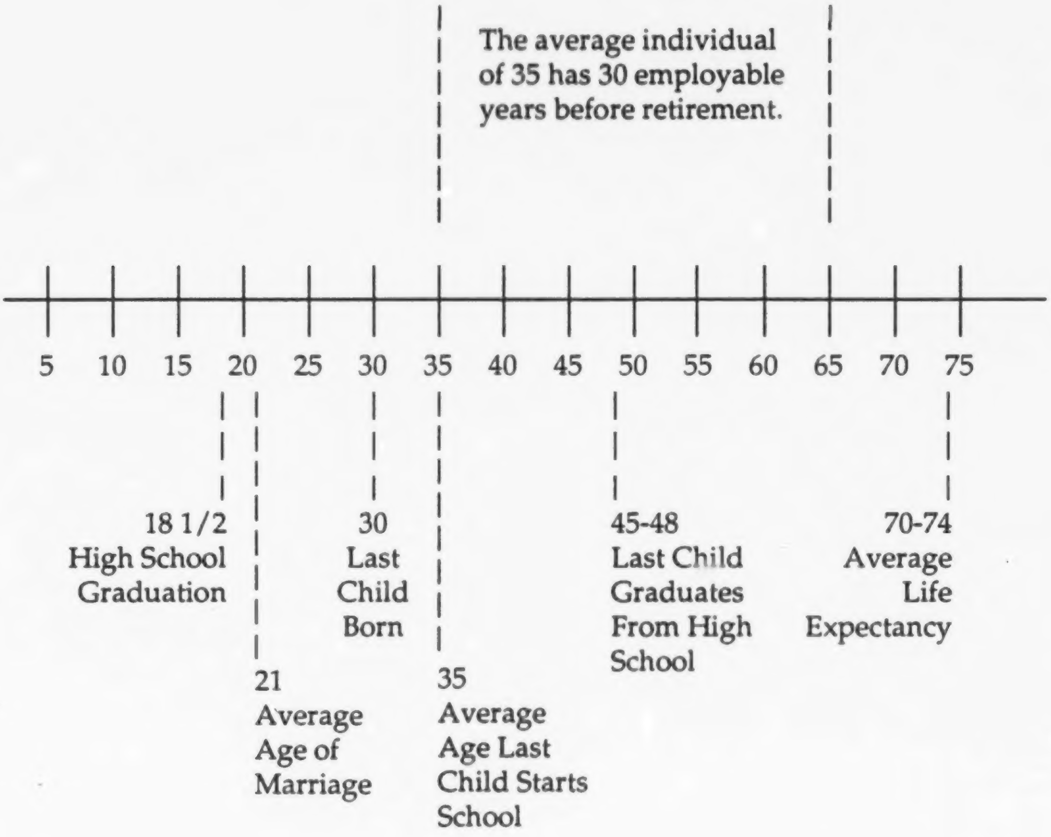
Adapted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Interview Questions for Life Span Plan Chart

1. At what age were you married?
2. How old were you when your first child was born?
3. How old were you when your last child was born?
4. What was your age when your last child was in school full-time?
5. What was your age when your last child completed high school?
6. What was your age when you began your present career?
7. What is your present career?
8. What type of training was necessary for this career (e.g., college, vocational school, apprenticeship, etc.)?
9. What was your age when you began to consider going into your present career?
10. If you have had previous occupations, what were they and what was your age when you began training for them?
11. What type of training was necessary for these previous occupations?
12. If you have had previous occupations, what was your age when you began to consider going into that career?
13. At what age did you retire from the world of work?
14. Females only: What was or is your career plan prior to marriage, after marriage, after children arrive?

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Life Span Plan Chart


The average individual of 35 has 30 employable years before retirement.
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75
18 1/2 High School Graduation
21 Average Age of Marriage
30 Last Child Born
35 Average Age Last Child Starts School
45-48 Last Child Graduates From High School
70-74 Average Life Expectancy

1. Present Career: ____________________

2. Type of Training Required: ____________________

3. Previous Career: ____________________

4. Type of Training Required: ____________________

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Competency 7

Learn to cope with change and plan for the future.

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Competency 7
Overview

Living through a major life change can be difficult for anyone. When that person is a teenager, a major change can pose even greater problems. Young people may not have the skills yet to be able to adapt and cope with the problems that face them.

For teen parents, it is particularly important to develop the skills to adapt, grow, and learn from life's changes. By taking on the responsibilities of being a parent, these teens have already taken on one major life change, and managing the many demands of school, work and family only complicates this change. Being able to deal with stress, maintain personal wellness, and work through change will help teen parents navigate through their many responsibilities and pressures.

Learning to cope with change is only part of the task teen parents face, though. They must also learn skills to plan for their future and develop strategies to prepare themselves for new life changes.

In Competency 7, participants are introduced to a variety of methods for dealing with the stresses of change and for mapping out their future plans. Participants completing Competency 7: Learn to cope with change and plan for the future will be able to:

a. Demonstrate healthy ways of dealing with stress.
b. Demonstrate behaviors that maintain physical and mental health.
c. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
d. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
e. Demonstrate how to apply academic and vocational skills to achieve personal goals.

The first indicator helps participants identify their own reactions to stress and develop healthy techniques for managing stress in their lives. Indicator 7b covers a number of topics related to wellness and health maintenance. This section opens with a discussion of the importance of balance in maintaining health, and goes on to lead participants through an inventory of their own health habits. Following this, strategies for maintaining emotional and psychological health are discussed, and exercises are provided to help participants improve their personal "self-talk." The indicator then addresses the importance of outside resources for personal support. In the final three indicators, the focus is on planning for the future. Several activities encourage participants to imagine what their future will be like and prepare themselves to deal with future changes.

Indicator 7a: Describe healthy ways of dealing with stress.

Content	Instructional Strategies	Title of Resource
Identify personal stress reactions	Activity	*Stress Symptoms*
Identify stressful situations and personal coping habits	Activity	*Identify Stressful Situations*
Define stress and identify stress management techniques	Lecture; handout; discussion	*Stress Management, Relaxation Techniques; Learn to Relax; Managing Stress (OH)*
Demonstrate ability to cope with stress	Activity	*Planning Guide to Reduce Stress*
	Instructor Resource	*Additional Resources*
	Additional resources	**Other Print Materials** •Building Blocks, *pp. 49-52*

Stress Symptoms

Directions: It's important to learn to recognize your own signs of stress. If you are experiencing some or any of the symptoms below, you should heed the warnings that your body may be giving you. Of course, stress is only one of the possible causes of these symptoms.

Body Symptoms:

_____ Flushing
_____ Sweating
_____ Dry mouth
_____ Shallow breathing
_____ Chest oppression and pain
_____ Heart palpitation
_____ Pounding pulse
_____ Increased blood pressure
_____ Headache
_____ Backache
_____ Feeling of weakness
_____ Intestinal distress
_____ Vomiting
_____ Diarrhea
_____ Constipation
_____ Fatigue
_____ Loss of appetite
_____ Nervous chill
_____ Insomnia
_____ Breathlessness
_____ Flatus (passing gas)
_____ Belching
_____ Abdominal cramping
_____ Irritable colon
_____ Dizziness or faintness
_____ Paresthesias (illusory prickly-skin sensations)

Feeling States:

_____ Agitation
_____ Shakiness
_____ Easy tiring
_____ Panicky feeling
_____ Depression (feeling blue)
_____ Irritability

Cognitive (Mental) States:

_____ Worry
_____ Dread
_____ Inattention
_____ Distractibility
_____ Forgetfulness
_____ Nightmares
_____ Fear of death

Motor Symptoms: (muscles involved)

_____ Muscular tightness
_____ Tremors
_____ Tics (spasms)
_____ Increased startle reaction
_____ Incoordination
_____ Sighing
_____ Freezing, feeling immobilized

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Identify Stressful Situations

In the space below, list those situations that are stressful to you. For example, one stressful situation might be having to take a final exam at the same time that your child is ill.

How did you cope with these situations? In the space below, describe your techniques for managing stress.

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Stress Management

Notes

Very few people in today's stress-filled world claim not to feel stress. Even when our lives are going fairly smoothly, we still experience the stress of schedules and responsibilities. Some of this stress is beneficial because it keeps us "on our toes" and prepared to deal with daily activities. But failure to successfully cope with stress may result in mental and emotional problems as well as physical problems including headaches, memory loss, gastrointestinal distress, sleep disorders, hair loss, and skin eruptions.

Teen parents usually experience special stresses. Young women who may be juggling different roles such as parent, student and employee are faced with many insecurities. Financial pressures probably head the list of stress factors for many. Adjusting to being a parent presents special challenges. Preparing for employment outside the home, worry about lack of job skills and recent job experience, and dealing with personal business matters compound the adjustment to a totally restructured lifestyle.

New friends and old friends can provide comfort. Friends can act as a buffer in stressful situations. Talking with someone who understands and cares provides enormous reduction of stress. Socially isolated people suffer much more stress than people who can share their problems with others.

Are You What You Eat?

Nutritional habits seem to have much to do with the amount of stress we feel or, at least, how well we cope with stress. It would be impossible in a short time to discuss fully the effects of all nutrients on the body as they relate to stress. Examining your eating habits to determine if this could be an area which contributes to your stress or if, by making some changes, you might be able

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Notes

to improve your health habits to include better nutritional practices might be helpful.

It is generally accepted that a diet a whole grains, vegetables, fruits, and meats low in fat and cholesterol are most beneficial to your health. This includes avoiding high-fat and highly sweetened foods which contain great amounts of cholesterol and calories and offer low food value. Certain additives, such as caffeine, seem to promote more stress.

In highly stressful times, it seems easier to eat indiscriminately rather that planning nutritious meals. These are the times we tend to eat great amounts of "junk" food rather than healthy foods. Some people, of course, tend to overeat or undereat in times of stress. Overeaters use food as a comfort to replace emotional security or as a crutch or a "feel-good" response. Undereaters simply get so anxious and upset that they physically can't tolerate food, at least not in sufficient amounts. Some people tend to forget to eat when they are upset. Stomach upsets are a common reaction to stress. None of these nutritional responses to stress are healthy.

Take a few minutes to determine if your eating habits have changed as your stress has increased. If so, returning to more healthy eating habits might help relieve some stress. At least, it would ensure a healthier pattern of eating.

Negative Remedies

We should give some attention to ways *not* to deal with stress. One popular method of trying to reduce stress is to attempt to medicate the stress. We all have the feeling that if we could just "take something to make ourselves relax, things would improve. Unfortunately, pills or alcohol may work on a very short-term basis, but the problems caused by this quick fix may result in new

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problems. No one needs to deal with drug or alcohol dependency. If you already have a problem with either drugs or alcohol, attempt to find professional help. Your program leaders can refer you to free or low-cost assistance. It will be extremely difficult to deal with other problems before dealing with a dependency problem.

If you do not presently have a drug or alcohol dependency problems, guard the impulse to rely on artificial stress relievers such as pills and alcohol. This is not a long-term answer. It may be necessary, under a doctor's care, to take some kind of medication. But do so with extreme caution and never extend this medication over a longer period of time than is prescribed by your doctor. Do not fall into the habit of changing doctors frequently to get new prescriptions for a drug you have been advised to discontinue.

Sometimes it is very difficult to face problems without artificial assistance, but your help needs to come from other sources rather than drugs or alcohol. Your program leaders are able to help you find the assistance you need, so don't fall into the dependency trap offered by drugs and alcohol.

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Relaxation Techniques

Notes

There are many effective techniques for reducing stress. The main ingredient to combatting stress is to make a commitment that you will not allow stress to overwhelm you. Of course, that's much easier said than done. When stress seems to bombard from all directions. it is more than a little difficult to merely declare that stress will not win. Certainly, however, if stress is allowed to overcome you physically and emotionally you'll be much less able to accomplish anything else.

Review these suggested techniques for coping with stress to determine whether they might be useful to you in dealing with your own stresses.

1. **Relaxation Response**

This technique was developed by Dr. Herbert Benson and is one of the most widely practiced methods of relaxation. Dr. Benson recommends that the Relaxation Response be used at least twice a day for ten to twenty minutes, although he says that practicing the meditation period only once a day will prove helpful. Steps to the Relaxation Response, as recommended by Dr. Benson, are as follows:

a. Find a quiet place free of interruptions.
b. Choose a word or phrase to focus on. Dr. Benson suggests using the word "one," but any word you choose is acceptable. You may prefer a word that has special meaning for you. Once you have chosen a word, don't change it. You will come to associate that word with the calming effect of the relaxation method.
c. Sit upright in a comfortable position. Rest your hands on your lap.
d. Close your eyes and take a few moments to relax your muscles and clear your mind. Taking a few deep breaths may help.

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Notes

e. Breathe normally and concentrate on each breath. Begin by repeating your chosen word with each exhalation.
f. Disregard all distractions. Do not let other images or interruptions interfere with your concentration.
g. Continue this exercise for 10 to 20 minutes.
h. When this time is up, continue to remain quiet for a few moments with your eyes closed.

2. **Progressive Relaxation**

The purpose of Progressive Relaxation, developed by Edmund Jacobsen, is to teach the feeling of relaxation. This is accomplished by first tensing and then relaxing groups of muscles.

Begin by either sitting or lying in a comfortable position. Keep your eyes closed. First, tense the muscles in your lower legs and feet, then relax. Move up the body and tense the pelvic and stomach muscles. Next make a fist and tense the muscles in your forearms and wrists. Hold several seconds and then relax. Move next to the upper arms and shoulders. Tense, hold, and relax. Next, tense the neck, which is usually one of the areas of the body which feels the most tension. Relax the neck muscles. Now tense the muscles of the face, hold a few seconds, and relax.

Breathing during this technique should be normal and even. When you have completely finished tensing, holding, and relaxing all the muscle groups of the body, take a deep breath. You should be well relaxed. If some tension remains, repeat the exercise.

3. **Deep breathing**

Most of us, especially under stress, breathe very shallowly. Deep breathing has an almost instantaneous effect on our physiological responses and results in reduction of stress. The

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Notes

technique is very simple. Either sit or lie comfortably with your eyes closed. Breathing through the nostrils, inhale slowly and evenly. Exhale through the nostrils very slowly. Repeat for several minutes concentrating completely on the breathing process itself. Try to erase everything else from your mind and concentrate on your deep breathing patterns. You will slowly realize a lowering of stress.

4. **Imagery or visualization**

This practice consists of creating a picture in your mind of a peaceful, serene place and imagining yourself in that picture. This might be a mountain scene with a lush, green valley or perhaps a beach scene where you can hear the lapping of the waves and sense the smell of the salt air. Maybe you prefer a waterfall scene where you imagine the peacefulness of running water.

Whatever setting you choose, let it become "your" picture. Each time you return in your imagination to this scene you can experience anew the calming peaceful effect of a quiet place where you feel completely comfortable and relaxed. Imagine yourself being physically in this special place just as if you were actually there. Relax and enjoy the sights, smells, and feelings of this peaceful scene as often and as long as you need to help you achieve relaxation.

5. **Exercise**

Aerobic exercise has become a very widely accepted technique for reducing stress in addition to all the other benefits exercise provides. This does not mean you have to jog ten miles a day. It merely means that a planned and consistent form of aerobic exercise, of whatever type you choose, will have a lasting and calming effect. If you haven't exercised in a while, start with a mild form of exercise. Brisk walking, bicycling, swimming, mini-trampolining, jumproping,

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Notes

aerobic dance, or jazzercise are some suggestions. Don't feel that you have to break any world records.

It is important that this aerobic activity be consistent. However, when you feel you are in a particularly stressful situation, a few minutes of your chosen aerobic activity, if that is possible at the time, may help alleviate some of that stress. It would take a lengthy explanation to detail the specific psychological benefits of aerobic exercise and the ways this exercise combats stress in the body, but let it suffice to say that increased blood flow to the brain and increased lung capacity has an instant and lasting effect on the the way the body handles stressful situations.

6. **Recreational interests**

Other more indirect ways of reducing stress are also available. Listening to music, reading a good book, gardening, enjoying a delicious meal, participating in a hobby, and playing with children or grandchildren can be stress relievers. All of us should try to build into each day some time to participate in stress-relieving activities. This may include some time just to "do nothing." Most people now live such busy, hassled lives, that a few minutes to simply sit down in a quiet room and not feel the necessity to be busy can provide a great reduction in stress.

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Learn to Relax

Notes

Relaxation is a skill that can be learned. It takes a conscious effort to tell yourself that you need to stop and relax when you feel overwhelmed. Give yourself permission to relax and take some time out when you're feeling that you are overstressed.

Find a quiet place to get away

Find a quiet place to get away and spend some time alone. Sit peacefully and put all the stressful thoughts out of your mind. A quiet room or place where you can feel alone and peaceful is best.

Sometimes it helps to get away to a movie or to see some friends. Do what you need to get your mind off the things that are bothering you. Find out what works for you and use it.

Meditation

Meditation or peaceful thinking can help you relax and can get control of frustrations in your life.

There are different ways to meditate, but the basic practice is the same. To meditate, sit quietly and concentrate on one thought. For example, focus your thinking on the words "Peace of Mind." Repeat the words to yourself. Think of only the words that are likely to make you feel more relaxed and peaceful. Another method of meditation is to think of something pleasant. Imagine a beautiful scene that is calming to you. Keep the image of it in your mind and breathe deeply and slowly and feel the tension leave your body. If you get distracted, gently move back into pleasant thought. Don't worry about how well you are doing it.

Do this for 10 minutes twice a day to help you

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Notes

control your stress. Choose thoughts that will bring you to a feeling of peace and harmony. You can get more information about meditation from bookstores or from a meditation group in your community. Call and ask about books on meditation or join a meditation group.

Exercise

Exercise is a wonderful way to reduce stress. It helps to physically work out the tension and frustrations of the day. At the same time, it strengthens your heart and improves body circulation and physical conditioning.

Exercise at least three times a week for 20 minutes. This will also improve your muscle tone and help you lose weight. There are many aerobic classes that offer a regular routine of aerobic and muscle toning. Your physical education classes may be one possibility. Jogging is another form of exercise that is wonderful aerobically and for reducing stress.

Care must be taken when beginning any exercise program to prevent injury. Good running shoes help to avoid problems with knees. Check with your physician if you aren't sure what program would be best for you.

Eat a balanced diet

Diet has been linked to stress. What you eat affects how you feel and respond to the demands of life. A balanced diet is an important help in reducing stress and giving you more energy to get through the day.

Stimulants such as caffeine and sugar can react with your body chemistry to increase your stress. There is also some evidence that caffeine and sugar may be linked to depression.

Notes

If you are feeling really down, you may want to take a look at what you've been eating. If you haven't been eating a balanced diet, you may want to shift to foods that make you feel good. Eat lots of fresh fruit, vegetables, and carbohydrates (pasta, potatoes, or rice). Avoid taking into your body any chemicals that might change your natural system. Fast foods often contain many additives that can make you feel more stressed.

Learning to manage your stress will make you a stronger and happier person. It will also help you cope with the changes in your life so they don't seem so difficult.

Managing Stress

Stress is your reaction to change, conflict, and pressure. There are many ways to experience stress. Stress can be both physical and emotional.

Stress affects everybody differently. The same stressful event can affect you physically, another person could be affected emotionally, and another not at all.

1. Some people respond to stress by holding in the experience. They keep the feelings inside themselves and do not recognize when they are feeling angry, impatient, hostile, or tired.

2. Another person might react to a stressful event emotionally by acting out her or his response. This might happen when a person expresses anger by exploding verbally, shouting, or hitting.

   Some people get sick, develop allergies, get depressed, have headaches, eat more or become moody.

3. A third way to manage stress is to control your response to stress by now experiencing the event as stressful. This is a skill that can be learned. There are techniques for managing stress.

Too much stress can lead to situations in which you feel like you are not managing well. For example, if you are under heavy stress, you may become more irritable. This can lead to child abuse, arguments with family and friends, or other abusive behaviors.

Minimizing these situations will improve your ability to be a good parent and a more relaxed, happy person. You cannot always avoid situations that are stressful, but you can control how you respond to them.

Changes in your life often cause stress, even the good things change. Recognizing when you are under stress can help you manage better.

As a teen parent, you may be experiencing a high level of stress because of the major changes in your life. Pressure to cope with all the new responsibilities of being a parent and teenager and trying to stay in school at the same time can be very stressful.

Some of the ways to manage stress are listed on the next page. Look at the things in your life that are causing stress and see if there isn't a more effective way for you to cope with it. Learning how to manage stress and your reaction to it will help you maintain a happier life.

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Techniques for Managing Stress

- Learn to relax
- Use imagery or visualization
- Practice deep breathing
- Meditate
- Exercise
- Watch what you eat
- Find a quiet place to get away
- Do activities you enjoy

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Planning Guide to Reduce Stress

Directions: This short form is designed to lead you step-by-step toward formulating a plan for coping with your stress. Don't hurry to complete the guide. Take your time, be thoughtful and realistic.

1. List your symptoms of stress or anxiety.

2. Define your problem: "My problem is ____________________

____"

____

3. What do you want?

4. Check your attitude:

1 2 3 4 5 6 7 8 9 10
Hopeless Hope

1 2 3 4 5 6 7 8 9 10
No desire Intense Desire

5. What are your resources? Check all that apply....

_____ physical energy, strength
_____ emotional well-being
_____ social support
_____ intellectual-memory, insight, etc.
_____ spiritual strength
_____ lifestyle support (history, hobbies, rituals, etc.)
_____ other

6. Specific plan of action:

I will: ____

____

7. Date to be accomplished? ______________

8. Results:

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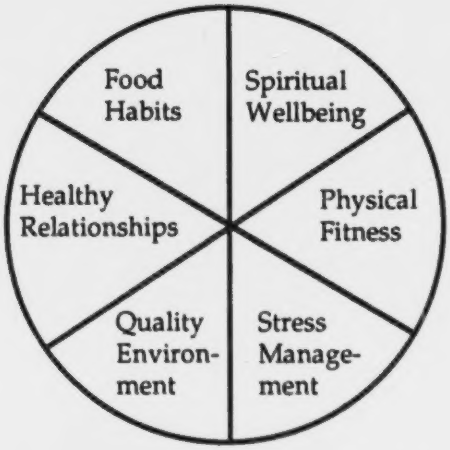
Indicator 7b: Demonstrate behaviors that maintain physical and mental health.

Content	Instructional Strategies	Title of Resource
Identify elements of a healthy lifestyle and assess own lifestyle	Activity	*Wellness Pie*
Assess personal wellness	Activity	*Choose a Healthy Lifestyle; Wellness Inventory*
Describe good nutritional habits	Handout; discussion	*The Top 10 Nutritional No-No's*
Identify methods for maintaining mental and emotional wellness	Lecture; discussion	*The Balancing Act (OH)*
Identify irrational self-talk and self-defeating thinking	Handout; discussion; activity	*Twenty Thoughts That Create Self-Defeating Behaviors; Cognitive Therapy Exercise*
Demonstrate skills to combat irrational, self-defeating thinking	Handouts; discussion	*Cognitive Therapy Exercise: Rational Responses; Techniques for Combatting Self-Defeating Behaviors*
Demonstrate skills to develop a personal support network	Activities	*Reminder List; Asking for Specific Help*

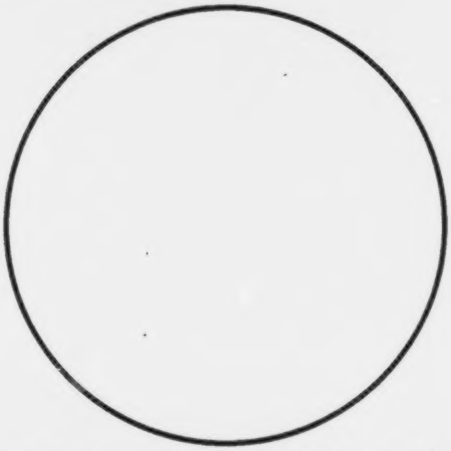
Content	Instructional Strategies	Title of Resource
Identify Community Resources for support	Activity; instructor resources	*Identifying Community Resources; Women, Infants and Children Program; Aid to Families with Dependent Children Program; Food Stamp Program; Medical Assistance*
	Instructor resource	*Additional Resources*
	Additional resources	**CEW Print Materials** •*Life Skills Workbook, pp. 14-15, 19-22 and 25-28* **CEW Videos** •*Teenage Parents: Making It Work (video)* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #103 and 118* **Other Print Materials** •*Building Blocks, pp. 27-46 and 57-66* •*Challenges or Choices, pp. 168-171* •*Changes, pp. 151-171* •*More Choices, pp. 31-32, 63-67, 160-171 and 191-201*

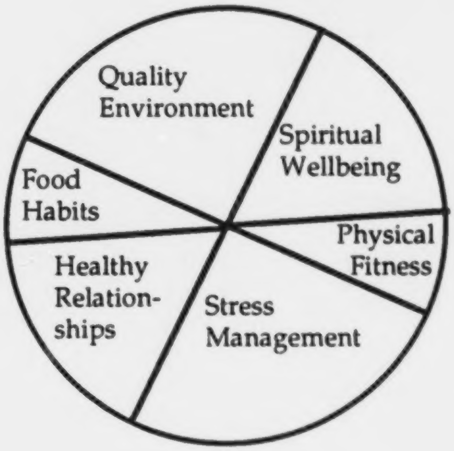
Wellness Pie

This wellness pie indicates the components of a healthy lifestyle. Self responsibility is the element which is common to all slices of the pie.


Food Habits
Spiritual Wellbeing
Healthy Relationships
Physical Fitness
Quality Environment
Stress Management

Using the empty pie below, diagram your present lifestyle. Make the size of each slice of your pie correspond to the amount of attention you give to that wellness component in every day life. For example, your pie may in reality look something like the one on the right.




Quality Environment
Spiritual Wellbeing
Food Habits
Physical Fitness
Healthy Relationships
Stress Management

Are any areas of your life being neglected?

Are any missing?

Which areas are most important to you?

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Choose a Healthy Lifestyle

Some people take care of themselves only when they feel they're coming down with something. When they have a cold, they get plenty of rest and drink orange juice. When they don't feel well, they watch what they eat. The rest of the time their habits are not healthful.

Other people don't wait to get sick to take care of themselves. They do a number of things to make sure they stay healthy. They try to eat right all the time. Exercise and rest are part of their day—every day. These people avoid certain habits that have been shown to harm health.

What is the difference between the two kinds of people? In the first case, the people are trying to *get* healthy. In the second case, they are trying to *stay* healthy.

People in the first group are more likely to get sick. They are more likely to do things that give sickness a chance to strike. People in the second group try to keep themselves healthy, so sickness barely has a fighting chance.

Which group do you belong to? Is there a way to find out? Answer the following questions. They can give you an idea as to whether or not you have a healthy lifestyle.

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Wellness Inventory

Read each of the following statements. Decide if the statement is 1) **always** true for you; 2) **usually** true for you; 3) **never** true for you. Then check one of the three spaces. Determine your lifestyle scores as directed *after you complete the inventory.*

Stress Management	Always	Usually	Never
1. At bedtime, I fall asleep easily.			
2. I get a full night's sleep.			
3. If awakened, it's easy for me to fall asleep again.			
4. I don't bite my fingernails.			
5. I take 15 to 20 minutes a day for myself to do whatever I want.			
6. Rather than worry about something I can't solve right away, I put off thinking about the problem until later.			
7. I don't worry about money often.			
8. I make sure I take time each day to relax.			
9. I am alert and rarely tire out (except after hard physical activity).			
10. I am happy with my life.			
Total:			

Personal Health and Safety	Always	Usually	Never
1. I do something to protect my home from fire and safety hazards.			
2. I use dental floss.			

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	Always	Usually	Never
3. I don't smoke.	______	______	______
4. I have fewer than three colds a year.	______	______	______
5. I try to stay away from fumes or exhaust gases.	______	______	______
6. I turn off appliances when they are not in use.	______	______	______
7. I collect papers, cans, glass, or other things that can be recycled.	______	______	______
8. The thermostat in my home is set at 68 degrees or lower in the winter.	______	______	______
9. During the summer months, I use air conditioning only when necessary.	______	______	______
10. I wear a lap safety belt 90% of the time that I ride in a car.	______	______	______
Total:	______	______	______

Nutritional Awareness	Always	Usually	Never
1. I eat at least one raw fruit or vegetable a day.	______	______	______
2. I drink fewer than five soft drinks a week.	______	______	______
3. I avoid salting food after it is on my plate.	______	______	______
4. I avoid needing medicine.	______	______	______
5. I have a good appetite.	______	______	______
6. I stay within 10 pounds of my ideal weight.	______	______	______
7. I avoid eating sugared cereal for breakfast.	______	______	______
8. I avoid eating between meals.	______	______	______
9. My biggest meal of the day is breakfast.	______	______	______
10. I avoid eating fried foods.	______	______	______
Total:	______	______	______

Self-Responsibilities/Feelings	Always	Usually	Never
1. It's easy for me to laugh.			
2. I like getting compliments.			
3. It's easy for me to give honest compliments to others.			
4. I have at least five close friends.			
5. I look forward to the future.			
6. At times I like to be alone.			
7. I think it's OK to feel anger, fear, joy or sadness.			
8. I feel OK about crying and allow myself to do so.			
9. I listen to and accept good advice rather than get angry.			
10. I would seek help from friends or counselors if I had a problem.			
Total:			

Physical Fitness	Always	Usually	Never
1. Whenever practical, I climb stairs rather than use escalators or elevators.			
2. I regularly ride my bike, run, or walk for exercise.			
3. I like to exercise.			
4. I take part in a strenuous activity at least twice a week.			
5. I do some warm-up exercises before doing hard exercise.			

	Always	Usually	Never
6. I urge my family to join in physical activity.	______	______	______
7. I have enough energy to get through daily activities.	______	______	______
8. I do some form of stretching exercise for 15-20 minutes at least twice a week.	______	______	______
9. I don't ride in a car when I am going some place within walking distance.	______	______	______
10. Physical activity is part of my life.	______	______	______
Total:	______	______	______

Find Your Lifestyle Scores

You can get an idea of the "health" of your lifestyle by scoring your answers to the statements. Here is how to score them:

Never = 1 Point
Usually = 2 Points
Always = 3 Points

1. Add your scores in each of the five areas listed.
2. Write down your scores.

Stress _____ Points
Personal _____ Points
Nutrition _____ Points
Self-Responsibility/Feelings _____ Points
Fitness _____ Points

3. Now look at the lifestyle chart below to see where your scores appear.
4. Answer these questions:
   - From the lifestyle chart, what can you say about your health habits?
   - In what areas are your health scores best (highest)? Who helped you build these good health habits? How could you make these good scores better?
   - In what areas can you see room for improvement (which had the lowest scores)? What do you think you could do about these? What things might be hard to change? Who could help you change your health habits?

Stress:

1-10:	Risky
11-15:	Good Start
16-20:	On Your Way
21-25:	Getting Close
26-30:	Staying Healthy

Personal:

1-10:	Risky
11-15:	Good Start
16-20:	On Your Way
21-25:	Getting Close
26-30:	Staying Healthy

Fitness:

1-10:	Risky
11-15:	Good Start
16-20:	On Your Way
21-25:	Getting Close
26-30:	Staying Healthy

Nutrition:

1-10:	Risky
11-15:	Good Start
16-20:	On Your Way
21-25:	Getting Close
26-30:	Staying Healthy

Self-Responsibility/Feelings:

1-10:	Risky
11-15:	Good Start
16-20:	On Your Way
21-25:	Getting Close
26-30:	Staying Healthy

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The Top 10 Nutritional No-No's

Unexpected insights that could save your diet and your health

There are so many nutritional factors out there said to be bad for us that some people think this is a good excuse to do *nothing*. Sugar . . . fat . . . additives . . . calories . . . cholesterol . . . fast foods—do we have to maintain 18-hour-a-day guard duty against *all* of them?

Susan Luke, M.S., R.D., who is a nutrition specialist at the outpatient clinic, Sport-Medicine-Boston, answered our challenge to come up with the no-no's that most deserve our attention. She surveyed a number of nutrition experts, and used her own experience in dealing with clients as well.

Her choices are given in order of importance, or at least in order of frequency of mention by our experts. After each one, there's a bracing shot of purely positive advice.

Eating Without a Plan or a Goal

When you get in your car to drive somewhere, you have a destination in mind. And you pretty much know exactly how you're going to get there. If you didn't, you'd probably be out of gas in Labrador right now instead of reading this article.

But how many of us have a plan—a "road map"—for eating a healthy diet that will help us perform at our top potential? If you do, you're one of the fortunate few. Too many, though, have excellent intentions without any sort of real plan. No matter how hard we try to navigate through individual meals, our chances of following the right course day after day are poor.

Action for Today:

Develop a healthy nutrition plan. The rest of our article gives you some good ideas. So do lots more articles in this issue of Prevention, *and others. Put some clear principles down in writing and post them in a highly visible spot so you can follow your map.*

Exceeding the Speed Limit

To give another automotive analogy, if you were traveling by car from coast to coast, you wouldn't plan on making it in one day. Well, it's the same way with your diet. Changing food habits is a 45-mile-per-hour zone. Trying for 90 will only land you in a ditch.

Remember this little jingle: Inch by inch, anything is a cinch.

When you combine that kind of gradual change with the plan we mentioned, you're bound to have a higher chance of success.

Action for Today:

Write down a time frame for accomplishing specific parts of your diet plan. Be realistic. In fact, be kind to yourself. If you don't make it easy, you may not make it at all.

Going Longer Than Five Hours Without Eating

This is an important follow-up to the first two tips. According to Evelyn Tribole, registered dietician

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and director of nutrition services at Columbia Pictures Entertainment, in Culver City, California, "After five hours without eating, you are subject to ravenous hunger and you do not care about health goals and good intentions. It's 'grab what you can' and you become vulnerable to your eating environment." Tribole feels that people need to eat at planned times so they have a sense of control over their food choices, rather than their hunger having the control.

Wayne Callaway, M.D., and a member of the USDA 1990 Dietary Guidelines Advisory Committee, agrees that we need to have regular eating patterns. "There are biological rhythms and hunger patterns that are determined by our eating patterns. If we can get people to eat breakfast, lunch and dinner in adequate amounts, then appetite patterns will be established and we will eat more regular meals. If one skips meals, the urge to binge is greater."

Action for Today:
Keep a food diary and identify your eating patterns. If necessary, revise these patterns so that you consume your food at regular intervals.

Not Giving Fat a Wide Berth

Excess dietary fats are known to cause health problems. The average American is consuming 80 to 100 grams of fat per day. That is equivalent to almost a whole stick of butter every day! In the 1990 Dietary Guidelines, one goal is "Choose a Diet Low in Fat, Saturated Fat and Cholesterol." The adult diet should include a maximum of only 30 percent of calories from fat. This would be 67 grams of fat for a 2,000-calorie diet.

Keeping that 67 grams of fat in mind, William Castelli, M.D., director of the Framingham Heart Study, suggests that we read labels and begin to count our fat intake. Of those 67 grams of fat, only one-third should be saturated (22 grams of fat). It is the saturated fat in our diet that plays the most havoc with our health. Saturated fat is found in all animal fats and the tropical fats coconut, palm, and palm-kernel oils. Today more and more foods have nutrition labeling. While saturated fat might not yet be on the label, total grams of fat is listed. Getting that number down to the 60- to 70-gram level is a good start. (*Prevention* encourages working gradually down to 50 to 60 grams of fat a day.) To do that you have to become label savvy. Dr. Castelli says, "Today because of modern food technology, we have the ability to find substitutes that were never available before." We have choices, and if you count grams of fat, you should discover that you can work in your favorites . . . in moderation.

Action for Today:
Establish a fat budget for yourself based on 50 to 70 grams of fat a day. Begin to look at the fat content of the foods you eat, and actually visualize the amount of fat in a gram. The weight of a standard paper clip is about one gram. So, buttering a slice of toast adds about one gram. Two to three peanuts adds another. Modify some of those choices to lower-fat variations.

Skimping on Produce and Grains

On the one hand we are eating too much fat and on the other hand we are consuming too few complex carbohydrates. Let's flip this around! The longstanding basic four food groups recommend two servings a day of fruits, two servings of vegetables and four servings of grains (bread, pasta, for example). The 1990 Dietary Guidelines have increased these numbers to two fruits, three vegetables and six grains. These products are high in complex carbohydrates, fiber and many vitamins and minerals.

Unfortunately, food-consumption statistics from the USDA Hanes II study show that the average woman age 19 to 50 is consuming only one cup of cooked vegetables and one medium serving of fruit per day. Mary Abbott Hess, registered dietician and president of the American Dietetic Association, states that there is a "trend toward encouraging the use of more fresh fruits, vegetables and whole grains. In restaurants there is a shift toward a greater proportion of the appetizers and entrées being the complex carbohydrates."

Action for Today:

Eat more vegetables, including dry beans and peas; more fruits; and breads, cereals, pasta and rice.

Being a Member of the Clean Plate Club

So many people clean their plate today because of old messages they received as children. Today we need to eat based on our present needs, not on old tape recordings playing in our mind. Tribole feels that this is one of our biggest problems, "especially when eating out. We get twice what we need. If people could learn to modify this issue, they could eat whatever food they want; just eat 50 percent of it."

Action for Today:

I will examine my need to clean my plate. Instead I will eat based on healthy eating goals.

Trying to be Too Thin

Wanting to look good, and be reasonably trim, is a sensible goal. But wanting to look like a fashion model isn't. Models are usually very young, diet strenuously and still need to have the right genes to achieve that special look—if only for a few years!

And that look is neither normal nor healthy for the great majority of women.

John Foreyt, Ph.D., director of the nutrition research clinic, Baylor College of Medicine, Houston, says, "According to a recent survey the average woman is 5' 3 1/2" tall, 134 pounds, with a dress size of 10-12. She wants to be 5' 4 1/2" tall, 123 pounds and a dress size of 8. She wants to be 11 pound thinner! On the other hand, the average man is 5' 10" tall, 172 pounds, with a 33" waist. He wants to be 5' 11" tall, 171 pounds with a 33" waist." Dr. Callaway, a leader in the field of obesity research, feels that, "We are victims of a distorted culture, and not just our genes."

Action for Today:

Recognize the body shape that you inherited. Accept this shape and feed it a healthy diet to achieve good health, not a banana figure.

Trying to Lose Weight Without an Exercise Program

Most people focus on food when trying to lose or maintain their weight. Diane Morris, Ph.D., R.D., previously at the University of Massachusetts Medical Center, now at the University of Manitoba, Winnipeg, finds that when questioned, most people have given some thought to their food choices for the day, but few have thought out their exercise plan. But University of Massachusetts studies show that, "when individuals were divided into four groups, the group that lost the most weight was the group that combined a low-fat intake with an exercise program." According to Dr. Morris, "a low-fat diet with exercise helps protect lean body mass, which is metabolically active tissue, and promotes fat loss."

Losing weight and keeping it off is tricky. Research continues to tell us that exercise is an important key to long-term success, but many people find it difficult to work exercise into an already packed schedule. If you are serious about losing weight and keeping it off, then you'll have to reorganize and treat yourself to increased physical activity.

Action for Today:

Begin an exercise program of choice. Join the Prevention Walking Club, for instance. Start slowly. Do just enough today so you look forward to doing it again tomorrow!

Skimping on Water

Water has been termed the forgotten nutrient. The daily turnover of fluid in the body exceeds that of any other nutrient. Because it is essential to so many body processes, adequate water must be available in the body at all times. On average a total of two to three quarts are lost every day. Based on these losses, a minimum of two quarts of fluid should be consumed each day. The remaining fluid needs will come from the liquids found in our solid foods. "Unfortunately most of our fluid needs are met by flavored fluids with lots of calories without many nutrients," states George Blackburn, M.D., chief, nutritional metabolism laboratory, New England Deaconess Hospital, Boston. "We need to break that habit by consuming a cup of water before we drink the other. The average person is a pint (16 ounces) short on water each day, putting stress on the kidneys."

Action for Today:

Make a conscious effort each day to drink one quart (four cups) of water along with four cups of a variety of flavored fluids, such as juices and low-fat milk.

Giving Food Magical Powers of Good or Evil

There is no doubt about it: A carrot is a healthier snack than a piece of candy. But snacks—or even whole meals—are only small components of your overall diet. Within the framework of a daily diet, there is room for almost anything—in small amounts.

The problem with categorizing all foods as either good or bad is that it gives them a kind a power they really don't deserve. If you should eat a bit of food on your personal "bad" list, you may think of yourself as a bad person. A failure at eating well. A person with no willpower.

Don't give food so much power to control your mind.

In the course of a week, there are few people who can't eat a couple of pieces of candy or other indulgences, and *still* have excellent overall diets. Some foods may even surprise you when you check the facts: McDonald's, for instance, has a shake with less than two grams of fat. Black-and-white thinking is simply unrealistic. There is, after all, just one shade of white and one shade of black. Then there are thousands of shades of gray. What we need to learn is to eat in the light-gray zone!

Action for Today:

I recognize that I can eat anything I want. Some foods are healthier than others, and I should eat more of those.

Our sources: George L. Blackburn, M.D., Ph.D., Prevention *advisor, and chief, nutritional metabolism laboratory, New England Deaconess Hospital, Boston;* Wayne Callaway, M.D., *USDA 1990 Dietary Guidelines Advisory Committee member and associate clinical professor of medicine, George Washington University, Washington, D.C.;* William P. Castelli, M.D. *medical director, Framingham Heart Study, Framingham, Massachusetts;* John Foreyt, Ph.D., *director of the nutrition research clinic, Baylor College of Medicine, Houston;* Mary Abbott Hess, R.D., *president, American Dietetic Association;* Diane Morris, Ph.D., R.D., *University of Manitoba, Winnipeg;* Evelyn Tribole, R.D., *director of nutrition services at Columbia Pictures Entertainment, Culver City, California.*

The Balancing Act

Notes

Introduction

Statistical evidence and common sense point to the reality that teenage parents face a disproportionate amount of stress in dealing with their life tasks. For example, for single parents, the responsibilities of supporting a family, running the household and rearing children are taxing even for two parents. When these duties must be assumed by a single parent the burden can be staggering. Despite the challenges of single parenting many women (and men) manage to do the job well.

One of the factors that affect people's coping ability is their feeling of self-esteem. If people can see themselves as competent, worthy human beings with options and possibilities, they will be able to face the responsibilities of life with more emotional tranquility. Participants need to be equipped with psychological techniques that may help them maintain a balanced, emotional outlook as they cope with the decisions and responsibilities peculiar to their life situation.

People cannot always change the circumstances of life but they do have some control over the way they react to life situations. People do have the power to monitor internal conversation and try to talk to themselves as rationally as possible about life's dilemmas. Self-talk is a constant in human life; one spends more time talking to oneself than to anyone else. Almost without interruption people carry on a private dialogue in their own brain about what is happening in life. The more rational the self-talk the more inner peace one will experience.

Unfortunately much self-talk which is programmed into the mind is irrational. This leads

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to a state whereby the individual's rational system may be overpowered by her or his emotional system. Instead of experiencing a balance between rationality and emotionality, one's emotional functioning may be so intense as to interfere with his or her rational functioning. The illustrations below distinguish between balanced and unbalanced psychological functioning:

Rationality **Emotionality**

Rational and emotional functioning are balanced.

Rationality **Emotionality**

Rationality is overwhelmed by emotionality. An individual is ruled by emotions rather than intellect.

Cognitive Therapy equips one with a psychological strategy that may help maintain a balanced outlook while coping with life tasks as a teen parent.

Cognitive Therapy: A Brief Explanation of Theory

Cognitive therapy is based on the idea that a feeling such as anxiety or depression does not simply "exist" but that feelings are caused by the way one thinks about what happens to him or her. An individual often believes his or her feelings are caused by situations or life events. Cognitive therapy refutes this common belief by emphasizing that events or situations do not cause feelings, but rather the thoughts or interpretations of those events are the true cause of any resulting feelings. The basic principles can be summarized as follows:

- Some life event or situation occurs which affects the individual.

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- The individual deals with the event by engaging in some form of self-talk or internal dialogue. This conversation is usually filled with illogical sentences.
- A certain feeling or mood is experienced by the individual. It is important to note that this feeling is created by one's thoughts or perceptions and not by the actual event. All experiences are processed through the brain before one experiences any emotional reaction.

Negative emotions such as depression, excessive unhappiness and low self-esteem result when a person repeats illogical sentences or cognitive distortions to him/herself in the force of certain life events. Ten cognitive distortions which underlie most negative emotions are provided below:

- **All-or-nothing thinking**: You see things in black-and-white categories. You see life as either 0 or 10. Life is either perfect or it is not worth living. You can't accept the reality that most of life is lived somewhere between 0 and 10.
- **Overgeneralization**: You see a single negative event as a never ending pattern of defeat.
- **Mental filter**: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened. Like a child on Christmas morning holding a great number of beautiful toys yet crying inconsolably all day because she/he can only think about the one toy he/she did not get.
- **Disqualifying the positive**: You reject positive experiences by insisting they "don't count" for some reason or other. In this way, you can maintain a negative belief that is contradicted by your everyday experiences. You refuse to accept compliments.
- **Jumping to conclusions**: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

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  - Mind reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.

  - The Fortune Teller Error. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

- **Magnification (catastrophizing or minimization)**: You exaggerate the importance of things (such as your goof-up or someone else's achievement), and you inappropriately shrink things until they appear tiny (your own desirable qualities or other fellow's imperfections). This is also called the "Binocular trick."

- **Emotional reasoning**: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

- **Should statements**: You use many statements containing words like "should," "shouldn't," "must," "ought," "have to." When these "absolutes" are used against self the emotional consequence is guilt. When you direct "should" statements toward others, you feel anger, frustration and resentment.

- **Labeling and mislabeling**: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to that person, "He/She's a no good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

- **Personalization**: You see yourself as the cause of some negative external event which in fact you were not primarily responsible for. If something goes wrong, you blame yourself.

Negative Self-Talk

10 common forms of negative self-talk:

- All-or-nothing thinking
- Overgeneralization
- Mental filter
- Disqualifying the positive
- Jumping to conclusions
- Magnification
- Emotional reasoning
- Should statements
- Labeling and mislabeling
- Personalization

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Twenty Typical Thoughts That Create Self-Defeating Behaviors

1. Making mistakes is terrible.
2. It is horrible when things go wrong.
3. I should be happy all the time.
4. I must have love and approval from everyone.
5. I must be perfectly competent.
6. When I am treated unfairly, rejected or do not get what I want, it is terrible.
7. Life should be easy.
8. The world should be a fair place.
9. I should never hurt anyone else.
10. I should never be tired or get sick.
11. What if something bad happens?
12. The things that I want never happen.
13. This idea is so negative, I cannot get it out of my head.
14. There is nothing good in my life right now.
15. Other people's opinions or feelings are more important than mine.
16. I do not really deserve compliments about my performance or appearance.
17. There is nothing I can do to improve my situation; I'm trapped.
18. The problems I have today are because of my parents, my personality, a specific event.
19. I should help everyone who needs it.
20. I cannot change; that's just the way I am.

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Self-Talk Exercise

Directions: This exercise illustrates how one might apply the technique of rational self-talk in a specific situation. This process involves tracking one's thoughts and feelings about a given life event.

Situation: A young working single mother has just called a counselor and made an appointment to talk about enrolling in some course work to improve her skills or continue her education. She is having a "panic attack" about the upcoming interview.

Emotions: Specify and rate on an imaginary scale from 1-100 how you would feel if you were in this person's shoes.

1. Anxiety __________
2. Fear __________
3. Depression __________

Automatic Thoughts: Read the following sentences and decide what form of negative self-talk is occurring.

- Catastrophizing
- Jumping to conclusions
- Labeling
- Mind reading
- Should statements

________________ 1. "Now I've done it. I stuck my neck out to make this appointment and it will probably turn out to be a disaster."

________________ 2. "This is a waste of time, it will never work out. There are too many problems such as lack of money, babysitters, trying to go to school and work at the same time."

________________ 3. "The counselor will find out what a loser I am for getting pregnant and quitting school at 15."

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_______________ 4. "The counselor will not approve of me when she finds out I have been working as a cocktail waitress in a men's club."

_______________ 5. "I should accept my life situation and stop trying to change things. If I do enroll in a class I must not fail. My father always said, "You shouldn't start something if you aren't going to finish it." It will be terrible if I try this and fail."

Self-Talk Exercise: Rational Responses

In the previous exercise, the young mother reacted to a difficult situation with negative self-talk. What follows are arguments she could have used to counteract each form of negative self-talk.

1. When I say to myself that this appointment will probably be a disaster this is simply catastrophizing and blowing things out of proportion. If the interview does not work out it will not be the end of the world. If it does not go well that will be unfortunate, but not catastrophic. I would prefer for the meeting to be wonderful and perfect in every way, but if it is not, I will survive. I may be a bit uncomfortable if I mess up in the interview but after a while I will bounce back. I always have–this is not life threatening.

2. To say things will never work out for me if I try to take a class is jumping to conclusions. I know I have problems such as tuition, babysitters and working to deal with, but to say that these matters cannot be handled is fortune telling. I do not know at this time what the future holds. Maybe I will be able to cope with these problems and maybe I will not. I am just beginning to try to understand what possibilities there are for me and it seems premature to conclude already that I cannot cope. I will think of myself as a student who is just beginning to study a new subject. After time goes by I will know whether or not I can cope. For now, I will just try to get information. I will take one step at a time.

3. When I call myself a loser, I am using the cognitive distortion of labeling. I am not a loser, I am a person who became pregnant and quit school at 15. My becoming pregnant and quitting school are only parts of my total life experience. I am much more than any one of my individual characteristics or experiences. When I apply the label "loser" to myself I am blowing everything out of proportion. I am assigning to my very being a characteristic or experience that describes only one aspect of my humanity. The total me - the essence of me - consists of my traits, qualities and experiences of which "quitting school" and "being pregnant at 15" are only a part. There is the "responsible me," "the kind me," "the generous me," "the laughing me," "the sexual me," "the philosophical me," "the friendly me," etc.

   I will try to accept the total me - both the good parts and the bad parts. I will try to own and accept all of me including my mistakes. Why should I disown the negative things in my life? I have grown from my problems.

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Indeed, I am a more sensitive and insightful person as a result of my struggles.

4. Saying that the counselor will not approve of me when she finds out I have been a cocktail waitress in a men's club is mind reading. I really do not know what might go on in her mind. If she thinks well of me and likes me, that's fine. If she does not like me, that's still OK. I would prefer to be loved and approved of by her and everyone else, but it is not catastrophic if I am not. It is unrealistic to believe that everyone will always like me. No person in the history of the world has been loved and approved of by everyone at all times for everything they did - and I am not going to be the first human to achieve this lofty goal. Some people will like me and some people will not. I do not like everyone equally; I like some better than others. It will not be terrible and awful if the counselor does not approve of me; it will just be inconvenient, not life threatening.

5. To say that I should accept my fate and not try to take a class is a "should" statement. Should statements are inherently illogical. To say a thing "should" or "ought to be" one way or another does not make sense. If something should be a certain way, it would be that way; there would be no alternative. The fact is that I am restless in my life at this time and I have the desire and urge to try to better myself. Whether or not this urge should or should not be in my heart is irrelevant - I do in fact have this desire and that's that.

   A more appropriate way to say that I must not fail if I begin this project would be as follows: "I would prefer to do well in this class; it would indeed be wonderful and marvelous to do well, but I do not have to. It would be nice if things turn out well for me but if they do not that will not be awful and terrible - just inconvenient." For me to say I want to do well is logical; to say I have to do well is illogical. I cannot control the outcome of everything that happens in my life. I may succeed in this project and I may fail. Just because I want to succeed does not imply that I should, ought, must, or have to succeed. Even if I do fail in this project does not mean that I am a failure at life. I will not be any less "worthy" as a human being if I try the class and then decide to discontinue. My worth is not bound up with my behavior - "I am worthwhile just because I exist."

   Much unhappiness in life is caused from converting our wants into demands, such as "I want to be a certain way and therefore it must be that way." As we live our life we can never avoid potential unhappiness and personal mistakes. However, by giving ourselves permission to be imperfect and by repeating logical sentences to ourselves instead of irrational sentences, we can usually avoid being desperately unhappy.

Techniques for Combatting Self-Defeating Behaviors

1. Learn to accept compliments assertively. Discounting a compliment means that you question the giver's judgment.

2. Learn to separate your self-worth from your behavior. Just because you make mistakes does not mean you are a worthless person.

3. Open the traps you build for yourself by looking at your choices. You always have a choice. Making choices leads to control which leads to confidence.

4. Remember that you cannot please everyone all the time.

5. Stop worrying! If something bothers you, do something to change it; if there is nothing you can do, let go of it.

6. Remind yourself daily of the good in your life; stop dwelling on what is not right.

7. Learn to recognize self-defeating language:

I should	She/he makes me
I must	I have to
I can't	I ought to

Substitute this language:

I want to	I can
I will	I won't
I choose to	I believe (think or feel)

8. Practice positive reaffirmations to strengthen your belief in yourself, your choices.

9. Stop blaming what's happened in the past for the way you deal with the world today.

10. Learn to accept yourself for who you are. If there are things you do not like, ask yourself if you are willing to change.

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Reminder List

1. Make a mental list of all the people you interact with. Your list may include friends, classmates, relatives, teachers, or people you know from clubs, church, or extracurricular activities. Of these people, select 5 people who would be most accessible to you in establishing ties that would lead to friendship and mutual support:

2. Think of ways to implement expanding your present support group to include these people. Write down several steps to accomplish this.

   a. ____________________

   b. ____________________

   c. ____________________

3. Support groups are maintained through mutual interests and reciprocity. What do you have to offer others in your support group?

Adapted from Nathan H. Azrin and Victoria A. Besalel, *Job Counselor's Manual* with permission of Pro-Ed, Inc., Austin, Texas.

Asking for Specific Help

Directions: In the spaces below, first write in the name of the person, then write your request as though you were talking directly to that person. Remember that you do not have to restrict yourself to just one kind of help. After completing the handout, actually initiate several requests.

(To a friend who works in a company you would like to work for)

Name: ______________________________

Request for help: ______________________________

(To a classmate)

Name: ______________________________

Request for help: ______________________________

(To a casual acquaintance)

Name: ______________________________

Request for help: ______________________________

(To a friend who is a possible employer)

Name: ______________________________

Request for help: ______________________________

Reprinted from Nathan H. Azrin and Victoria A. Besalel, *Job Counselor's Manual* with permission of Pro-Ed, Inc., Austin, Texas.

(To a relative)

Name:

Request for help:

(To a friend who has the same type of job you would consider)

Name:

Request for help:

Identifying Community Resources

Directions: Listed below are types of services to which each person must have access in order to maintain a balanced existence. For each area, write down the names of organizations which provide help in making these services accessible. You may want to use a phone book to help you locate resources. If possible, include a contact person's name for the organization.

Basics

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Health

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Recreation

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Financial Aid

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Safety

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Religion

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____
____

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of theKentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Transportation

Work

Community Clubs

Suggestions for Discussion:

A. Your group might want to put together a handbook of Community Resource listings.

B. Your group might wish to find new, unusual and creative ways to obtain needed services, such as:

  a) Forming your own support group or cooperative
  b) Exchanging services with other cooperatives
  c) Seeking grant money

Women, Infants and Children (WIC) Program

Target Population Served:
Mothers and children who are certified as "nutritional risks."

Purpose:

- To provide food supplements to women up to six months after the birth of a child, or up to a year for breastfeeding mothers, and to infants and children up to their fifth birthday.

- To provide nutrition education and food, such as, milk, eggs, cereal, etc. to help provide a balanced diet for mother and child.

Eligibility:

- Pregnant women are eligible until six weeks after delivery.
- Breastfeeding women are certified every six months and are eligible until the baby is one year old or until they stop breastfeeding.
- Teenage non-breastfeeding mothers are recertified shortly after delivery and eligible to stay on WIC until their infant is six months old.
- Infants and children are certified every six months and may be eligible until five years old.
- Part of a family or household whose income meets the WIC Income Guidelines.
- Certified as "nutritional risk."

Funding:
Funding is provided through the Department of Agriculture's Food and Nutrition Service in the Supplemental Food Program Division.

Application Procedures:
Contact your local County Department of Health.

State Level Contact:
State Department of Health and Social Services

Aid to Families with Dependant Children Program (AFDC)

Target Population Served:
- Families with children without fathers living in the home.
- Families which are unemployed.

Purpose:
- To provide support for children without fathers living in the home or to families which are unemployed.
- To provide financial benefits for housing, food, clothing, utilities and other items.

Eligibility:
- Eligibility based on income (not to exceed $1,000) and what you own (car valued at no more than $1,500).
- Benefits based on earned and unearned income according to standard scale depending on the number of people in the household.
- Eligibility for AFDC automatically makes one eligible for Medicaid.

Application Procedures:
Contact the county Department of Health and Social Service for an individual application form.

State Level Contact:

State Department of Health and Social Services

Food Stamp Program

Target Population Served:

Purpose:
Food Stamps can be used as money for purchasing groceries at most grocery stores.

Eligibility:
To be eligible for Food Stamps one must:
- file an application form.
- interview with a Food Stamp worker.
- register for work in some cases.
- possess less than $1,500 in cash or property.
- meet requirements for income and dependents in the household.

Application Procedures:
To apply for Food Stamps contact the local Division of Community Services at the Department of Health and Social Services in your county.

State Level Contact:
Local county Social Services office.

Medical Assistance

Target Population Served:
Low-income families.

Purpose:
Medical Assistance pays for health care services including hospital services, laboratory and x-ray, and physician services.

Eligibility:
If eligible for AFDC, eligibility for Medical Assistance is automatic.

Application Procedures:
To apply for Medical Assistance, contact the county Department of Health and Social Services for an application form.

State Level Contact:
Local county Social Services office.

Additional Resources

Clark, Carolyn C. (1981). Enhancing wellness: A guide for self-care. New York: Springer.

Dufty, William. (1986). Sugar blues. New York: Warner Books.

Hay, Louise L. (1987). You can heal your life. Santa Monica, CA: Hay House, Inc.

Pelletier, Kenneth. (1984). Mind as healer, mind as slayer: A holistic approach to preventing stress disorders. Magnolia, MA: Peter Smith Publishing, Inc.

Shealy, C. Norman. (1988). Ninety days to self-health. Canal Winchester, OH: Ariel Press.

Travis, John W., and Ryan, Regina S. (1986). Wellness workbook: A guide to attaining high level wellness. Berkeley, CA: Ten Speed Press.

Indicator 7c: Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Content	Instructional Strategies	Title of Resource
Describe visions of the future and how these predictions relate to career planning	Activities	*Predicting Your Future; Sharing Your Vision of the Future*
Describe steps involved in making a decision to change	Activity	*Decision to Change*

Predicting Your Future

Objective: Students will examine ideas about future lifestyles as they relate to work.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Tell students that they are going to take a trip into their future. Ask them to relax and close their eyes as they begin the trip.

2. Ask students to imagine the following situations:
   a. Imagine yourself waking in the morning. Look around the room. What is it like? What is your house like?
   b. Now start to get ready for the day's activities. What do you do? How do you dress? What do your clothes look like? What do you have for breakfast? Who prepares it? Who eats with you and where?
   c. If you work outside of your home, how do you get to work? If you drive a car, what is it like?
   d. Describe the building you work in. How do others at work treat you? Are you the boss or is someone else the boss?
   e. If you work in your home, what do you do? Who works with you?
   f. While working, do you do different things or repeat the same thing?
   g. Do you have your evening meal at home or do you go out?
   h. What do you do after the evening meal? Is this the usual activity or is this a night out?
   i. As you prepare for bed, what do you think of your day and the people you were with?

Evaluation: Students will have an outline/narrative of what they perceive their individual future will be like.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Sharing Your Vision of the Future

Objective: Students will share their concepts of the future from the "Predicting Your Future" activity.

Materials: ✓Student and class notes from the "Predicting Your Future" activity

Activity:

1. In small discussion groups within the class, ask students to discuss the following questions:
    a. How does your vision of your daily life in the future fit into your concept of future society?
    b. Are there any inconsistencies? What are they?
    c. Compare your view of your future work life and your future personal life. Do you think this day is realistic for you?
    d. How is your future life different from today?
    e. How is your future life similar to today?
    f. What factors in your future life are most important to you? Why?
    g. What factors in your future life are least important to you? Why?
    h. Do you think the future generally will be similar to the present or will it be radically different? Why?

Evaluation: Students will have compared their individual perceptions of their future with predictions of technological and societal changes. They will have cited and discussed similarities and differences.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Decision to Change

Directions: The following questions may be of value as you assess any given situation in attempting to decide whether or not to change. Add any other comments or dimensions which apply to your situation.

1. What do I gain from not changing (staying the same)
    - a. Protection from others
    - b. Praise for conforming to others' expectations
    - c. Maintenance of a similar behavior pattern
    - d. Avoidance of taking the responsibility for initiating or carrying out plans
    - e. Avoidance of possible conflict/anger/rejection/acceptance of responsibility for my feelings
2. Would I be willing to give up any of the above? Which?
3. What do I lose by not changing (staying the same)
    - a. Independence
    - b. The power to make decisions
    - c. Honesty in human relationships
    - d. Others' respect for my rights and wishes
    - e. My ability to influence others' decisions, demands, expectations - particularly with regard to myself and what they expect me to do for them or with them
    - f. The satisfaction of initiating and carrying out plans
4. Do the gains of staying the same (not changing) outweigh the losses?
    - a. If so, why?
    - b. If not, am I willing to make the change?
    - c. Can I enlist support, understanding and cooperation of others involved either in the situation or my life?
5. What are my short-term goals? (In my relationships and in my activities)
6. What are my long-term goals?
7. How can a change in behavior help me achieve these goals?

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Indicator 7d: Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

Content	Instructional Strategies	Title of Resource
Identify courses that develop job skills	Activity	*See Indicator 4a: High School Coursework Develops Career Skills*

Indicator 7e: Demonstrate how to apply academic and vocational skills to achieve personal goals.

Content	Instructional Strategies	Title of Resource
Identify skills needed to reach personal goals	Activity	*See Indicator 4c: Achieving Your Goals*

Competency 8

Learn human conflict resolution skills with adults and peers.

Competency 8
Overview

Good communication skills are necessary in almost any environment. In school, communication skills are required to get along with other students and deal with messages and pressures from peers. In personal and family life, communication skills are a tool for fostering healthy relationships and resolving conflicts. In the workplace, good communication skills are the key to navigating difficult interactions with supervisors or coworkers.

However, most of us don't give much thought to communication skills. We take for granted that we know how to listen to others and express our ideas and feelings. In reality, though, almost everyone can benefit from a closer look at basic tools of communication. For teen parents in particular, good communication skills can be an invaluable resource in the many difficult interactions that arise at school, home, or work.

This competency stresses basic listening, speaking, and assertiveness skills that can be used in any area of life. Participants completing Competency 8: Learn human conflict resolution skills with adults and peers will be able to:

a. Demonstrate the ability to use peer feedback.
b. Demonstrate effective interpersonal skills.
c. Demonstrate interpersonal skills required for working with and for others.
d. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

In Indicator 8a, participants develop active listening skills and learn how to handle peer feedback. The following indicator provides an overview of basic communication skills and introduces participants to the concept of the "I-Message." The third indicator opens with an assessment instrument for participants to examine their current conflict resolution styles. Participants then complete a number of activities that help them develop their conflict resolution skills. In the final indicator, the emphasis is on assertiveness. Participants complete a survey to help them assess their personal assertiveness. Then, the indicator leads participants through a number of techniques for improving assertiveness skills.

Indicator 8a: Demonstrate the ability to use peer feedback.

Content	Instructional Strategies	Title of Resource
Describe active listening skills	Handout	*Active Listening Skills*
Demonstrate ability to filter what peers say about oneself	Activity	*Listening to Others About Me*
	Additional resources	**CEW Print Materials** •*Life Skills Workbook, pp. 70 and 75-76* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #87 and 122* **Other Print Materials** •*Going Places, pp. 335-360*

Active Listening Skills

1. Show understanding and acceptance by nonverbal behavior:
    - tone of voice
    - facial expression
    - gestures
    - eye contact
    - posture
2. Put yourself in the other person's place to understand what the person is saying and how s/he feels.
3. Restate the person's most important thoughts and feelings.

    Example: "So your parents are sending you to camp for the entire summer, and you feel angry at them for doing so. Is that right?"
4. Do not interrupt, offer advice, or give suggestions. Do not bring up similar feelings and problems from your own experiences.

Practice good listening by:

- Asking relevant questions to clarify facts
- Being supportive
  Example: "You seem upset about that situation. I can understand how you feel."
- Summarizing by highlighting the main points, feelings and ideas.

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Listening to Others About Me

Objective: Students will distinguish between types of information others say about them.

Materials:
✓Chalkboard
✓Chalk
✓Paper
✓Pencil

Activity:

1. Discuss with students all the kinds of information they receive from other people (e.g., positive, negative, gossip, informative, etc.).

2. Have students discuss the question, "How can I tell when information about 'me' from others is good or not good (real or not real)?"

3. Have students identify some things others have told them about themselves (compliments and criticisms) and list these on the chalkboard or on a piece of paper.

4. Have students identify why they think some of these things were said to them.

5. Have students consider whether the things they have been told are consistent with their own "actual" experiences and beliefs.

Evaluation: Students will have identified some things they have been told and categorized them as positive, negative, real, not real, etc., with some interpretation of why they were told these things.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 8b: Demonstrate effective interpersonal skills.

Content	Instructional Strategies	Title of Resource
Identify various communication skills	Lecture; handout; discussion	*Overview of Communication Skills; Tips for Communicating Effectively*
Define and give examples of the use of "I-Messages"	Lecture; handout; discussion	*Instructions for Teaching the I-Message; The I-Message*
Demonstrate skills to use "I-Messages"	Activities	*Activities for Teaching the I-Message; "You" Messages vs "I" Messages*
Demonstrate the combined use of "I-Messages" and active listening skills	Activity	*Communicating to Solve Problems*
	Additional resources	**Other Print Materials** •*Building Blocks*, *pp. 57-66* •*Going Places*, *pp. 111-136*

Overview of Communication Skills

Notes

Silence:

Passive listening with accompanying non-verbal behaviors (posture, eye contact, etc.) that communicate interest and concern.

Non-Committal Acknowledgement:

Brief expressions that communicate understanding, acceptance and empathy, such as:

"Oh"
"I see"
"Mn-mmm"
"How about that"
"Really"
"No fooling"
"You did, huh"
"Interesting"

Door Openers:

Invitation to expand or continue the expressions of thoughts or feelings. Again the listening is sharing interests and involvement. Examples:

"Tell me about it"
"I'd like to hear your thinking"
"Let's discuss it"
"Sounds like you've got some feeling about this"
"I'd be interested in what you've got to say"

Content Paraphrase:

Putting the factual portion of the message into your own words and sending it back to check your accuracy in understanding: Examples are:

"So you really told your boss off?"
"You're saying, if your plan works, the problem will be solved."
"She just keeps going on and on, huh?"

Reprinted from *Balancing Work and Family*, 1985, by permission of the Minnesota Vocational Education Work and Family Institute.

Notes

Active Listening:

Helping the sender to understand both the thoughts and feelings of his/her communication. The listener does this by reflecting or mirroring what he/she has heard. Examples are:

"You sounded upset when when he/she used your bike."
"You are not pleased with the way your part of the report is coming."
"You're stumped about what to do next."

Non-Verbal Observation:

A sensitive observation of an individual's behavior to understand feelings that are not being expressed verbally. Examples:

"You look sad"
"You seem anxious and upset"
"I think you're getting nervous about the late hour" (after noting clock gazing)

Responding to Legitimate Dependency:

Providing information or actions to meet straightforward needs that are not coded or masked expressions of deeper needs. Example:

"What is today's meeting schedule?"
Answer: "We will be starting at 8:00 a.m. . . . "

Tips for Communicating Effectively

Two basic parts of communication to consider are:

1. what we communicate to others, and
2. how we respond to what others communicate to us.

Here are some tips for communicating effectively. Are these familiar to you?

1. When expressing your feelings, begin with the pronoun "I." For example, "I feel happy about the way you did the exercise."

2. Accept feelings from another person. If they are angry, acknowledge that by saying something like, "I can see that you are really angry about..." This way you may be able to help the other person express feelings that need to be talked about.

3. Express your thoughts and feelings clearly so that the ideas follow each other.

4. Be assertive in your communication. Express yourself honestly and directly to the other person. Being assertive is a good way to achieve your goals.

   Let people know how you feel and what you want. Stand up for yourself and speak clearly so that you can be heard.

5. Plan ahead what you want to say. Think about the best way to communicate an idea, request, or suggestion.

6. Timing is important. If you want to talk to someone about something important, decide when the best time for talking will be.

   Plan your approach at a time when you are more likely to receive attention and when the other person is likely to hear you better. Do not ask someone who is busy or in a hurry to help you with an important problem. You need time to talk it through.

7. Communicate your message in the same way that you would like to hear it. Think about what would sound right to you and try to sort out what would not sound appropriate. Present it clearly, in simple terms that can easily be understood.

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, Center on Education and Work, University of Wisconsin-Madison, 1987.

8. Don't assume anything. What may be obvious to you may not be obvious to the other person. Find out from the other person exactly what she or he thinks you said.

9. Watch for any body language or other nonverbal messages from the other person. Does she or he look uncomfortable with your request or message? If yes, ask the person about it. For example, you might say, "You seem uncomfortable with... Is something bothering you?"

10. Listen carefully to what the other person is saying. Listening is more than hearing. It is watching how something is being said and knowing whether there are other unspoken messages in the communication. If you sense more is being said than just the words, ask about it.

Instructions for Teaching the I-Message

Notes

What is an I-Message?

An I-Message is a method of stating your opinion, thoughts, or feelings on a subject with a sentence starting with "I."

Some examples of this might be:

I think . . .
I feel . . .
In my experience . . .

We send an I-Message when we have a need to communicate our feelings and want to avoid labeling or judging another person.

Sometimes when people are not familiar with this type of communication they send "You-Messages." These tend to be blaming, judging, and labeling messages which hurt another's feelings or cause relationship problems.

Some examples of You-Messages are:

You are dumb.
You can't do anything right.
You drive me crazy.
You never show your love for me.

When we send You-Messages, we put people on the defensive. What we really want to do is to let people know how their behavior makes us feel. When we respond to our children with, "You drive me crazy," we may really be saying, "I would like to play with you right now, but I must do my homework for class. I will play with you when I finish reading this. I need you to play outside now until I finish."

Reprinted from *Successful Life Skills Curriculum: Single Parents and Homemakers*, 1989, by permission of the Michigan Department of Education, Vocational and Technical Education, Lansing, Michigan.

Notes

If we can use the I-Message to communicate with our children we will help them to feel better about themselves by not putting them down. This will help their self-esteem and communicate our real feelings.

Learning to send an I-Message

An I-Message may have many purposes:

1. You can express your feelings.
2. You can tell another how their behavior is affecting you.
3. You can let another person know you need help.
4. You can communicate without blaming or putting another person down.
5. The message opens communication and builds relationships.
6. The message can (but does not always) lead to a behavior change in the other person to solve a problem.

Examples of types of I-Messages

I-Messages expressing feelings and behavior:

1. I am really proud of you for the way you put your toys away so nicely.
2. I am disappointed when you leave your toys on the floor.

I-Messages expressing feelings, behavior, and the effects on the speaker:

1. I am really proud of you for the way you put your toys away so nicely, because it keeps the house so neat.
2. I am disappointed when you leave your toys on the floor, because people can trip and fall on them.

Notes

Errors in sending I-Messages

Avoid disguised You-Messages when sending an I-Message:

1. Watch for I-Messages which are just "I" followed by a put-down, criticism, or a blaming message.
2. These messages will harm a relationship and stop the communication process.

Examples of disguised You-Messages:

1. I feel you are lazy when you don't clean your room.
2. I need you to stop acting like a jerk and really embarrassing me.
3. I think you are really acting immaturely when you cry about not having time for yourself.

Further tips for sending I-Messages

Be honest:

1. Don't explain yourself away—be direct.
2. Don't apologize.

Focus on issues, not a person, when describing opinions and feelings:

1. Be specific.
2. Describe the behavior involved or the issue.

Use appropriate non-verbal behaviors:

1. Show intensity of feelings (without losing control in terms of how you express them).
2. Look the other person in the eye.
3. Speak up clearly without hesitation.
4. Lean toward the other person.

The I-Message

◆**An I-Message may have many purposes:**

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2. Look the other person in the eye.
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4. Lean toward the other person.

Activities for Teaching the I-Message

Forms for practicing I-Messages

The following forms can be used for students to practice writing I-Messages about feelings they have and would like to share (putting these forms on the board will help students to organize their thoughts for writing the messages).

◆Two part I-Messages:

I feel ____________________ when you ____________________ .
feeling you have behavior of other

◆Three part I-Messages:

I feel ____________________ when you ____________________ .
feeling you have behavior of other

because ____ .
effects on you from their behavior

Activities for I-Message reinforcement

- Have the class adopt a behavior norm for speaking from this I-mode. Explain that in order to learn this communication skill, it must be practiced. Have the class monitor one another, themselves, and the facilitator. Whenever anyone slips and uses a You-Message or generalizes, stop one another and discuss a better way to state your opinion or feelings. Use this practice throughout the entire class, not just this unit.

- Have students take situations in their own life and write I-Message responses to make another person aware of their feelings. Then read these messages in class and be sure they are correct and free of disguised You-Messages.

- Have the class follow-up these activities with the worksheet activity on problem solving with good communication skills (8b Activity: "Communicating to Solve Problems"). This activity ties in the I-Messages and active listening skills.

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"YOU" Messages vs "I" Messages

Directions: Read each situation and the "you" message. Then write a clear "I" message for each one.

1. **SITUATION:** An employee keeps interrupting at your meeting making it hard for you and others to talk.

   YOU Message: "Will you keep quiet for awhile. You keep interrupting everybody."

   I Message:

2. **SITUATION:** An employee comes to work about ten minutes late several times a week.

   YOU Message: "Why can't you get here on time like everybody else?"

   I Message:

3. **SITUATION:** An employee keeps postponing writing a report you asked him to do. You need this report in order to make plans for the coming year.

   YOU Message: "Quit stalling around. You'd better have that report to me by Friday."

   I Message:

4. **SITUATION:** An employee seems to be in a black mood for several days and sulks and acts rather sad.

   YOU Message: "What's the matter with you?"

   I Message:

5. **SITUATION:** An employee continually leaves tools out of place in the shop. You have asked him many times to keep them in place, but you see no change.

   YOU Message: "You'd think you were a kid the way you leave your stuff around."

   I Message:

Reprinted with permission from MaryJo Coffee, Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

6. **SITUATION**: You need one of your employees to do a job that you know everyone hates to do.

   YOU Message: "Knowing how much you like to make reports, here's another one for you."

   I Message:

7. **SITUATION**: An employee is frequently gruff and rude to customers when he has contact with them.

   YOU Message: "If you can't be decent to our customers, there's no place for you in this office."

   I Message:

8. **SITUATION**: You took a chance and hired a person whose past work record looked pretty bad. You have been very pleased and relieved that his performance on the job has been excellent thus far.

   YOU Message: "You turned out to be a good employee after all."

   I Message:

9. **SITUATION**: One of your employees continually offers ideas in your group meetings that are very helpful. He is of real help to you in getting problems solved in group meetings.

   YOU Message: "You sure have a lot of good ideas during our meetings."

   I Message:

10. **SITUATION**: You overheard one of your employees telling another employee that you didn't like the second employee. You know this is not true and it upsets you to be misquoted.

    YOU Message: "Why are you trying to make trouble?"

    I Message:

Communicating to Solve Problems

We are practicing communicating to solve problems using active listening and I-messages. We want to begin using these skills to solve problems in our lives.

Sometimes it is necessary to use these two skills together to send a message and then listen to what the other person heard or is having difficulty understanding. We call this gear shifting. You can also use this skill when another person is angry to help them to cool down. A dialogue may go like this:

_______ Mom: "I feel upset when I get a call from school saying that you failed your math test when you told me you had studied."

_______ Daughter: "But I am tired of you picking on me about school grades, I don't care if I get bad grades."

_______ Mom: "You don't care about school."

_______ Daughter: "No, I just can't get everything done with working at the gas station."

_______ Mom: "Your job is taking too much of your time."

_______ Daughter: "Yeah, I am too tired to study when I come home from work."

_______ Mom: "I feel school needs to come before work if you are to graduate."

_______ Daughter: "I want to graduate."

_______ Mom: "I will be so proud of you when you get through school and get your diploma. I also need you to work to help pay some of the bills while you are in school."

_______ Daughter: "I know you need my help, Mom. Maybe I can take my books to work and study when I am not busy rather than watch T.V. I don't think my boss would mind."

_______ Mom: "That would be good if you could check it out; I would sure like to see you raise your grades."

Now on the line provided, place an "AL" if it is an active listening response or an "IM" if it is an I-Message. Read carefully to see how the problem is solved by talking to one another with caring I-Messages and then listening to what the other person has to say.

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◆Tips for using the gear-shifting skill:

1. Talk about the situation, behavior, or action and not the person (example: discuss the report from school, not "you are a failure because you are flunking math").
2. Tell exactly what the effects are on you of the other person's behavior (example: upset when told the daughter studied).
3. Be specific in your feelings, express them calmly, and stay with the exact offending behavior, not the person (example: feeling of school being more important than work).
4. If you must ask for a behavior change—give specific need.
5. Let the other person give ideas on solving the problem and listen.
6. Use the clarifying and active listening to be sure you have heard the other person.
7. Agree on the results of the problem solving.

◆Now take a problem you are having with another person and write a conversation between the two of you with the gear-shifting technique.

1. Give a brief description of the problem and then write down the conversation like the above example.
2. You may use the back of this paper.
3. Share your example with the class and discuss it.

Indicator 8c: Demonstrate interpersonal skills required for working with and for others.

Content	Instructional Strategies	Title of Resource
Assess personal conflict resolution style	Activity	*Thomas-Kilman Conflict Mode Instrument*
Describe methods for dealing with interpersonal conflict	Handouts; discussion	*How To Resolve Conflicts (OH); Behavior That Stops Communication/Handling Difficult Interactions With People (OH)*
Demonstrate skills to deal with group conflict	Activity	*Group Conflict*
	Instructor resource	*Additional Resources*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #17 and 90* **Other Print Materials** •*Going Places, pp. 287-334*

Thomas-Kilman Conflict Mode Instrument

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic for your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out into the open.

9. A. I feel that differences are not always worth worrying about.
   B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
    B. I try to find a compromise solution.

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11. A. I attempt to get all concerns and issues immediately out into the open.
    B. I might try to soothe the other's feelings and preserve our relationship.

12. A. I sometimes avoid taking positions which would create controversy.
    B. I will let him/her have some of his/her positions if I then get some of mine.

13. A. I propose a middle ground.
    B. I press to get my points made.

14 A. I tell the other person my ideas and ask for his/hers.
    B. I try to show the other person the logic and benefits of my position.

15. A. I might try to soothe the other's feelings and preserve our relationship.
    B. I try to do what is necessary to avoid tensions.

16. A. I try not to hurt the other's feelings.
    B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
    B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes the other person happy, I might let them maintain their views.
    B. I will let the other person have some of their positions if they let me have some of mine.

19. A. I attempt to get all concerns and issues immediately out into the open.
    B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
    B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
    B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between the other person's and mine.
    B. I assert my wishes.

23. A. I am very often concerned with satisfying all our wishes.
    B. There are times when I let others take responsibility for solving the problem.

24. A. If the other's position seems very important to them, I would try to meet their wishes.
    B. I try to get the other person to settle for a compromise.

25. A. I try to show the other the logic and benefits of my position.
    B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.
    B. I am nearly always concerned with satisfying all of our wishes.

27. A. I sometimes avoid taking positions that would create controversy.
    B. If it makes the other person happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.
    B. I usually seek the other's help in working out a solution.

29. A. I propose a middle ground.
    B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other's feelings.
    B. I always share the problem with the other person so that we can work it out.

Circle the letter which you circled on each item on the questionnaire.

	Competing	Collaborating	Compromising	Avoiding	Accommodating
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

Total number of items circled in each column:

______	______	______	______	______
Competing (forcing)	Collaborating (Problem Solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)

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Examples of Appropriate Use of Conflict Styles

Conflict Style	Appropriate Situations
Competing	1. When quick, decisive action is vital–e.g., emergencies. 2. On important issues where unpopular decisions need implementing—e.g. cost cutting, enforcing unpopular rules, discipline. 3. On issues vital to company welfare when you know you're right. 4. Against people who take advantage of noncompetitive behavior.
Collaborating	1. To find an integrative solution when both sets of concerns are too important to be compromised. 2. When your objective is to learn. 3. To merge insights from people with different perspectives. 4. To gain commitment by incorporating concerns into a consensus. 5. To work through feelings which have interfered with relationships.
Compromising	1. When goals are important, but not worth the effort or potential disruption of more assertive modes. 2. When opponents with equal power are committed to mutually exclusive goals. 3. To achieve temporary settlements to complex issues. 4. To arrive at expedient solutions under time pressure. 5. As a backup when collaboration or competition is unsuccessful.
Avoiding	1. When an issue is trivial, or more important issues are pressing. 2. When you perceive no chance of satisfying your concerns. 3. When potential disruption outweighs the benefits of resolution. 4. To let people cool down and regain perspective. 5. When gathering information supersedes immediate information.

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6. When the others can resolve the conflict more effectively.
7. When issues seem tangential or symptomatic of other issues.

Accommodating

1. When you find you are wrong—to allow a better position to be heard, to learn and to show your reasonableness.
2. When issues are more important to others than yourself—to satisfy others and maintain cooperation.
3. To build social credits for later issues.
4. To minimize loss when you are outmatched and losing.
5. When harmony and stability are especially important.
6. To allow subordinates to develop by learning from mistakes.

How To Resolve Conflicts

Here are some suggestions which can help you communicate better when you are solving problems:

1. **Talk directly**: Direct conversation is much more effective than sending a letter, banging on a wall or complaining to everyone else.
2. **Choose a good time**: Plan to talk to the other person at the right time and allow yourselves enough time for a thorough discussion.
3. **Plan ahead**: Think out what you want to say ahead of time. State clearly what the problem is and how it affects you.
4. **Don't blame or namecall**: Antagonizing the other person only makes it harder for him or her to hear you.
5. **Give information**: Instead of interpreting the other person's behavior, give information about your own feelings: "When your car blocks my driveway, I get angry because I can't get to work on time."
6. **Listen**: Give the other person a chance to tell his or her side of the conflict.
7. **Show that you are listening**: Although you may not agree with someone's opinion or viewpoint, tell the other person that you hear him/her and are glad the issue is being discussed.
8. **Talk it all through**: Once you start, get all of the issues and feelings out into the open. Don't leave out the part that is "too difficult."
9. **Work on a solution**: When you have reached this point in the discussion, start working on a solution, cooperating together. Be specific!
10. **Follow through**: Agree to check with each other at specific times to make sure that the agreement is still working . . . . then really do it!

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How to Resolve Conflicts

1. Talk directly
2. Choose a good time
3. Plan ahead
4. Don't blame or namecall
5. Give information
6. Listen
7. Show that you are listening
8. Talk it all through
9. Work on a solution
10. Follow through

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Behavior That Stops Communication

- Judging
- Superiority
- Certainty
- Controlling
- Manipulation
- Indifference

Handling Difficult Interactions With People

- Listen empathetically to the person
- Ask for and write down the complete details of the situation
- Indicate that you understand the person's issue
- Objectively present your position in a nondefensive manner
- Try to reach agreement on specific future action
- Thank the person for bringing this issue to your attention

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Group Conflict

Objective: Students will examine conflict and solutions in a group setting.

Materials: ✓"Solving Group Conflict" activity sheet (on the following page)

Activity:

1. Have students form small groups (four to five students)
2. Ask students to identify what happens (the feelings that surface) in a conflict with a friend, teacher, parent, etc.
3. Have students discuss safeguards in dealing with conflict:
   a. Don't react immediately when you are angry.
   b. Never make important decisions at the height of your anger.
   c. Recognize that you can't think clearly and your memory does not function properly when you are angry.
   d. Put the energy generated by anger to good use (instead of slamming a door or trying to hurt someone, dig a flower bed or hit tennis balls).
4. Discuss the five methods for solving group conflicts listed on the activity sheet. Have groups work on the problem-solving exercise.
5. When each group is finished, have them share with other groups what they decided to do and how they felt during the process.

Evaluation: Students will have identified feelings that surface during a conflict and discussed safeguards to use in the process of resolving conflicts.

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Solving Group Conflict

1. **Hammer approach.** Threats, force or authority are used by one person. The others submit, usually without protest. This method often results in strained relationships and anger.

2. **Compromise.** Areas of agreement and disagreement are identified. Each person volunteers to give up something of importance in order to reach a decision. There may be some strained feelings using this method.

3. **Consensus.** Free, open, full communication occurs. Uncommitted people are persuaded and agreement is eventually reached.

4. **Mediation.** An uninvolved third pat, such as a counselor or consultant, is called in to act as a referee. Sometimes the mediator is asked to make the decision.

5. **Creative problem solving**. Alternative solutions are developed through brainstorming. Creative ideas are developed that are acceptable to everyone.

These five methods of resolving group conflict can be used during any stage of decision making. There may be conflict that needs to be resolved during the planning, execution or evaluation stages. Which method do you think is the most effective? Which do you think is the least effective?

Solve the following problem:

Imagine that you and your group of friends received enough money to take a vacation together for a week. You must decide where to go, how to get there, what you will do, and how you will spend your money.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Additional Resources

Auvine, Brian, et al. (1977). A manual for group facilitators. Madison, WI: Center for Conflict Resolution.

Avery, Michel, et al. (1981). Building united judgment: A handbook for consensus decision making. Madison, WI: Center for Conflict Resolution.

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Lerner, Harriet G. (1985). Dance of anger: A woman's guide to changing the patterns of intimate relationships. New York: Harper and Row Publishers, Inc.

Moore, Christopher. (1986). The mediation process: Practical strategies for resolving conflict. San Francisco, CA: Jossey-Bass, Inc.

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Indicator 8d: Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Content	*Instructional Strategies*	**Title of Resource**
Assess assertiveness	Activity	*Assertiveness Inventory*
Define assertiveness and identify steps of assertive behavior	Lecture; discussion	*Assertiveness (OH)*
Describe characteristics, behaviors and beliefs of assertive people	Handouts; discussion	*How Assertiveness Differs from Passivity and Aggressiveness; My Assertive Human Rights*
Identify specific methods of being assertive	Handouts; discussion	*Assertiveness With Style; Fifty Assertive Statements and Questions*
Demonstrate assertiveness skills	Activity	*My Weekly Assertiveness Log*
	Instructor resource	*Additional Resources*
	Additional resources	**CEW Print Materials** •*Life Skills Workbook*, *pp. 68-69* **WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activities #114 and 115* **Other Print Materials** •*Challenges, Changes or Choices*, *pp. 141-149* •*Going Places*, *pp. 213-236*

Assertiveness Inventory

The Assertiveness Inventory which appears in Your Perfect Right: A Guide to Assertive Living is not a validated psychological instrument. It was devised as a self-help survey utilizing situations common to many persons who have sought assertive behavior training with us. The client, or reader, is typically encouraged to respond to the items as an aid to self-assessment.

Researchers have asked us to provide a scoring key, norms and validity/reliability data. However, we have none, and do not contemplate doing the research necessary to acquire any. Our interest is principally in clinical assessment, for which the Assertiveness Inventory items serve merely as anecdotal referents and as a stimulus to the client's further examination of his or her individual life situations relative to assertiveness.

Robert E. Alberti, Ph.D.
Michael L. Emmons, Ph.D.

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Assertiveness Inventory

Directions: The following questions will be helpful in assessing your assertiveness. Be honest in your responses. All you have to do is draw a circle around the number that describes you best. For some questions the assertive end of the scale is at 0, for others at 4. Key: 0 means **no or never**; 1 means **somewhat** or **sometimes**; 2 means **average**; 3 means **usually** or **a good deal**; and 4 means **practically always or entirely**.

		Never				Always
1.	When a person is highly unfair, do you call it to his/her attention?	0	1	2	3	4
2.	Do you find it difficult to make decisions?	0	1	2	3	4
3.	Are you openly critical of others' ideas, opinions, behavior?	0	1	2	3	4
4.	Do you speak out in protest when someone takes your place in line?	0	1	2	3	4
5.	Do you often avoid people or situations for fear of embarassment?	0	1	2	3	4
6.	Do you usually have confidence in your own judgement?	0	1	2	3	4
7.	Do you insist that your spouse or roommate take on a fair share of household chores?	0	1	2	3	4
8.	Are you prone to "fly off the handle?"	0	1	2	3	4
9.	When a salesperson makes an effort, do you find it hard to say "no" even though the merchandise is not really what you want?	0	1	2	3	4
10.	When a latecomer is waited on before you are, do you call attention to the situation?	0	1	2	3	4
11.	Are you reluctant to speak up in a discussion or debate?	0	1	2	3	4
12.	If a person has borrowed money (or book, garment, thing of value) and is overdue in returning it, do you mention it?	0	1	2	3	4
13.	Do you continue to pursue an argument after the other person has had enough?	0	1	2	3	4
14.	Do you generally express what you feel?	0	1	2	3	4
15.	Are you disturbed if someone watches you at work?	0	1	2	3	4
16.	If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop?	0	1	2	3	4
17.	Do you find it difficult to keep eye contact when talking to another person?	0	1	2	3	4

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	Never **Always**
18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation?	0 1 2 3 4
19. When you discover merchandise is faulty, do you return it for an adjustment?	0 1 2 3 4
20. Do you show your anger by name-calling or obscenities?	0 1 2 3 4
21. Do you try to be a wallflower or a piece of the furniture in social situations?	0 1 2 3 4
22. Do you insist that your landlord, mechanic, repairperson, etc. make repairs, adjustments or replacements which are their responsibilities?	0 1 2 3 4
23. Do you often step in and make decisions for others?	0 1 2 3 4
24. Are you able openly to express love and affection?	0 1 2 3 4
25. Are you able to ask your friends for small favors or help?	0 1 2 3 4
26. Do you think you always have the right answer?	0 1 2 3 4
27. When you differ with a person you respect, are you able to speak up for your own viewpoint?	0 1 2 3 4
28. Are you able to refuse unreasonable requests made by friends?	0 1 2 3 4
29. Do you have difficulty complimenting or praising others?	0 1 2 3 4
30. If you are disturbed by someone smoking near you, can you say so?	0 1 2 3 4
31. Do you shout or use bullying tactics to get others to do as you wish?	0 1 2 3 4
32. Do you finish other people's sentences for them?	0 1 2 3 4
33. Do you get into physical fights with others, especially with strangers?	0 1 2 3 4
34. At family meals, do you control the conversation?	0 1 2 3 4
35. When you meet a stranger, are you the first to introduce yourself and begin a conversation?	0 1 2 3 4

Assertiveness Inventory Rating

Directions: The Assertiveness Inventory is a tool for enabling participants to assess their ability to express themselves appropriately. Use the following key to interpret your own responses:

> Responses of a 3 or 4 to questions 2, 5, 9, 11, 15, 17, 21 indicate non-assertive behavior.
>
> Responses of a 3 or 4 to questions 3, 8, 13, 20, 23, 26, 29, 31, 32, 33, 34 indicate aggressive behavior.
>
> Responses of a 3 or 4 to questions 1, 4, 6, 7, 10, 12, 14, 16, 18, 19, 22, 24, 25, 27, 28, 30, 35 indicate assertive behavior.

Remember that assertiveness is situational. No one is non-assertive all the time, aggressive all the time, assertive all the time. Each person behaves in each of the three ways at various times, depending on the situation. The inventory may help participants clarify persons with whom and/or situations in which they would like to make changes in their behavior.

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Assertiveness

Notes

Assertiveness means being able to state your needs and desires in a straight-forward manner. This can be contrasted with passiveness, which is letting others manipulate or take advantage of you at the expense of your needs. Aggressiveness is getting what you want by pushing other people around. The assertive person is able to decide for him/herself what is right for them and go after it without violating the rights of others.

As children we were all dependent upon others for our needs. Thus, other people could control us to some extent. As adults, we learn to be self-reliant; however, we still have to cope with other people. Some of us cope by allowing others to take advantage of us until we get angry and "blow up." This is called the "passive-aggressive" method—the person who stores up angry feelings.

In order to be assertive, you must believe that *you* are the best judge of your own behavior. You have the right to say "no" when you feel it's fair. You have the right to not feel guilty about the decisions you make.

Being assertive involves a four-step process. Step one is to **recognize when you are holding in your anger or anxiety**. If you feel nervous or are clenching you jaw or your heart is pounding, it means the situation is threatening one of your needs. For instance, if it's three minutes to quitting time and your hand starts trembling when you see the boss approach, it means you recognize that he/she again wants you to work overtime and you want to say no, but are afraid to.

Step two is to **describe the situation fairly**. You must calmly tell the other person what you see. Be objective. You would say to the boss: "You've asked me to work overtime at the last minute for five of the last eight weekdays."

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Notes

Step three is **state calmly how you feel**. Don't get belligerent or afraid. Say, "This puts a strain on my home life. I'd like to get home early tonight." Don't offer excuses or unnecessary justifications. The other person will only attempt to shoot them down. Don't let them judge how you feel, just tell them where you're coming from with no apologies.

Step four is **state what you need/want or don't need/want**. Again, don't justify unnecessarily. Say it in a straight-forward, level tone. Don't mumble at the floor and don't shout in their face. Say, "I want at least four hours warning on overtime. I'll work when I can, but I have to know before lunch break."

When being assertive, you have to decide what's possible and what's fair according to each situation. Once you have decided, assertively go after it. It's scary at first, but it gets easier as you do it. The rewards are worth it.

Four Steps of Assertiveness

◆**Step One:**

Recognize when you are holding in your anger or anxiety

◆**Step Two:**

Describe the situation fairly

◆**Step Three:**

State calmly how you feel

◆**Step Four:**

State what you need/want or don't need/want

How Assertiveness Differs from Passivity and Aggressiveness

Passive Person	Assertive Person	Aggressive Person
Has rights violated; is taken advantage of.	Protects own rights and respects the rights of others.	Violates rights; takes advantage of others.
Does not achieve goals.	Achieves goals without hurting others.	May achieve goals at expense of others.
Feels frustrated, unhappy, hurt, and anxious.	Feels good about self; has appropriate confidence in self.	Defensive, belligerent; humiliates and depreciates others.
Inhibited and withdrawn.	Socially and emotionally expressive.	Explosive; unpredictably hostile and angry.
Allows others to choose for them.	Chooses for self.	Intrudes on others' choices.

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My Assertive Human Rights

- I have the right to have and express my feelings. I don't have to justify them or apologize for them.
- I have the right to judge my own behavior, thoughts, and emotions and to take responsibility for them.
- I have the right to be treated with respect and to be listened to seriously.
- I have the right to be imperfect. Being imperfect does not make me worthless.
- I have the right to change my mind.
- I have the right to say, "I don't know" and "I don't understand."
- I have the right to make illogical decisions.
- I have the right to make both little and big mistakes and to be responsible for them.
- I am unable to do everything.
- I am unable to solve everybody's problems.
- I can't please all people at all times.
- I have the right to set my own priorities.
- I have the right to say no without feeling guilty.
- I have the right to ask for what I want.
- I have the right to ask for information from professionals.
- I have the right to get what I pay for.
- I have the right to choose not to assert myself.

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Assertiveness With Style

Assertive Body Language

Practice with the mirror will be very important as you follow these five basic rules:

1. Maintain direct eye contact.
2. Maintain an erect body posture.
3. Speak clearly, audibly and firmly.
4. Don't whine or have an apologetic tone to your voice.
5. Make use of gestures and facial expression for emphasis.

Ways to Encounter Blocking Gambits

The final step to becoming an assertive person is learning how to avoid manipulation. Inevitably, you will encounter blocking gambits from those who seek to ignore your assertive requests. The following techniques are proven ways of overcoming the standard blocking gambits:

> **Broken record**: Calmly repeating your point without getting sidetracked by irrelevant issues (Yes, but . . . Yes, I know, but my point is . . . I agree, but . . . Yes, but I was saying . . . Right, but I'm still not interested.)
>
> **Assertive Agreement**: Responding to a criticism by admitting an error when you have made a mistake, but separating that mistake from you as a bad person. (Yes, I did forget our lunch date. I'm usually more responsible.)
>
> **Assertive Inquiry**: Prompting criticism in order to gather additional information for your side of the argument. (I understand you don't like the way I acted at the meeting last night. What is it that bothered you? What is it about me that you feel is pushy? What is it about my speaking out that bothers you?)
>
> **Content-to-Process Shift**: Shifting the focus of the discussion from the topic to an analysis of what is going on between the two of you. (We're getting off the point now. We've been derailed into talking about old issues. You appear angry at me.)

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Clouding: Appearing to give ground without actually doing so. Agree with the person's argument, but don't agree to change. (You may be right, I probably could be more generous. Perhaps I shouldn't be so confrontational, but . . .)

Defusing: Ignoring the content of someone's anger, and putting off further discussion until he has calmed down. (I can see that you're very upset and angry right now, let's discuss it later this afternoon.)

Circuit Breaker: Responding to provocative criticism with one word, or very clipped statements. (Yes . . . no . . . perhaps.)

Assertive Irony: Responding to hostile criticism positively. (Answer, "You're a real loudmouth," with "Thank you.")

Assertive Delay: Putting off a response to a challenging statement until you are calm, and able to deal with it appropriately. (Yes . . . very interesting point . . . I'll have to reserve judgement on that . . . I don't want to talk about that right now.)

It is helpful to prepare yourself against a number of typical blocking gambits that will be used to attack and derail your assertive requests. Some of the most troublesome blocking gambits include:

Laughing It Off: Your assertion is responded to with a joke. (Only three weeks late? I've got to work on being less punctual.) Use the Content to Process Shift (Humor is getting off the point.) And the Broken Record (Yes, but . . .).

Accusing Gambit: You are blamed for the problem. (You're always so late cooking dinner, I'm too tired to do the dishes afterward.) Use Clouding (That may be so, but you are still breaking your commitment). Or simply disagree (8:00 is not too late for the dishes).

The Beat-Up: Your assertion is responded to with a personal attack, such as, "Who are you to worry about being interrupted; you're the biggest loudmouth around here." The best strategies to use are Assertive Irony (Thank you) in conjunction with the Broken Record or Defusing (I can see you're angry right now, let's talk about it after the meeting).

Delaying Gambit: Your assertion is met with, "Not now, I'm too tired" or "Another time, maybe." Use the Broken Record or insist on setting a specific time when the problem can be discussed.

Why Gambit: Every assertive statement is blocked with a series of "why" questions, such as, "Why do you feel that way . . . I still don't know why you want to go . . . Why did you change your mind?" The best response is to use the Content-to-Process Shift. ("That isn't the point. The issue is that I'm not willing to go tonight." Or the Broken Record.

Self Pity Gambit: Your assertion is met with tears and the covert message that you are being sadistic. Try to keep going through your script using Assertive Agreement. (I know this is causing you pain, but I need to get this resolved.)

Quibbling: The other person wants to debate with you about the legitimacy of what you feel, or the magnitude of the problem, etc. Use the Content-to-Process Shift. (We're quibbling now, and have gotten off the main concern.) With the assertion of your right to feel the way you do.

Threats: You are threatened with statements like, "If you keep harping at me like this, you're going to need another boyfriend." Use the Circuit Breaker (Perhaps) and Assertive Inquiry (What is it about my requests that bother you?), as well as Content-to-Process Shift (This seems to be a threat) or defusing.

Denial: You are told, "I didn't do that" or "You've really misinterpreted me." Assert what you have observed and experienced, and use Clouding. (It may seem that way to you, but I've observed . . .).

Fifty Assertive Statements and Questions

1. I'm not able to speak with you right now. Please give me your number and I'll return your call before noon.
2. I've been waiting in line for half an hour, and I'm not willing to let you go in front of me.
3. I'd prefer to stay here; it's too cold outside.
4. I am disgusted by your behavior.
5. I resent your arrogance.
6. I am angry about your lack of concern for my feelings.
7. I won't be able to attend your party. I have already made other plans.
8. I don't want to respond to that question.
9. If you continue to arrive late, I am not going to make future appointments with you.
10. I am unwilling to run errands on my lunch hour. It is not part of my job.
11. Please wait your turn.
12. I'm interested in hearing what you have to say, but I want to finish reading this article first.
13. I don't agree with you.
14. I think that you have been very distant toward me lately.
15. I would appreciate your going to the store for me.
16. You ate the last piece of pie. I was going to eat it for lunch.
17. You started talking before I finished my statement.
18. I admire your skill.
19. That was a clever thing to do.
20. I'm excited about my trip.
21. I'm feeling especially happy or sad today.
22. I am very interested in what you do in your line of work.
23. I am depressed because I wanted Martha to be here on my birthday, and she just called to say she couldn't come.
24. I am disappointed in myself because I wanted to complete the report on time and I didn't.
25. I am confused because I wanted more information than was provided.
26. I am interested in your report because it presents several pieces of information I need.
27. I feel tense because I want to know definitely how well I did on the test, but the teacher hasn't finished scoring it.
28. That's a beautiful outfit you're wearing.
29. You look terrific.
30. I really enjoyed your thoughtful comment.
31. I love you.
32. I admire your willingness to behave in a nonsexist way.

From S.M. Osborn & G.C. Harris, *Assertive Training for Women*, 1975. Reprinted with permission from the publisher and copyright holder, Charles C. Thomas, Springfield, Illinois..

33. That was an honest and forthright statement of your feelings. I admire your ability to take the risk to be so candid.
34. I really like your openness.
35. I like your efforts to work out a solution to our mutual problem.
36. I am unable to see the speaker and am frustrated. Would you please move a little to the left?
37. I am having difficulty hearing the performance. Would you please stop talking?
38. I've had trouble carrying groceries up my stairs. Would you please put the heavy items in a double bag?
39. I am annoyed with you. Why are you late?
40. I'm feeling too warm. Would you be willing to turn down the heat?
41. Would you please help me? My packages are heavy.
42. To the flight attendant on a flight that is late for a connection: "Would you please arrange to send a telegram to the party who is expecting me at noon in Chicago? I am being extremely inconvenienced by this delay."
43. I find your terminology offensive. Would you please phrase the question differently?
44. Are you worried because of the amount of money I have been spending and because you want me to spend less?
45. Are you hurt because I told you what I really think?
46. Are you irritated with how much time I'm taking, and do you want me to go?
47. Are you disappointed with my report, and do you want me to listen to the changes you think would improve it?
48. Are you saying that you are feeling very depressed but that you would like me to stay and talk with you?
49. Are you feeling disappointed because you think that you deserve to be promoted?
50. Are you feeling frustrated with me?

My Weekly Assertiveness Log

Dates: ________ to ________, 19____

Directions:

1. Describe briefly those situations and persons which you can handle effectively and those which are troublesome:

   A. ____________________

   B. ____________________

   C. ____________________

   D. ____________________

2. Attitude Assessment: How do you feel about your right to behave assertively?

   A. ____________________

   B. ____________________

   C. ____________________

   D. ____________________

3. Behavior Assessment: Note differences in how you react to different situations with:

Eye Contact ____________	Body Posture ____________
Gestures ____________	Facial Expression ____________
Distance ____________	Voice ____________
Fluency ____________	Other ____________

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4. Obstacle Assessment: Check out your anxieties, lack of skills, and other people who have different expectations for you.

   A. ____________________

   B. ____________________

   C. ____________________

5. Progress/Problems/Comments:

____

____

____

____

____

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Competency 9

Understand and appreciate one's own capabilities and those of others.

Competency 9
Overview

This competency in the Personal/Social section of the curriculum focuses on self-knowledge. Although this subject was addressed earlier in the curriculum, this competency returns to these issues in preparation for the final two indicators of this section.

The ability to understand and appreciate one's talents and abilities needs to be fostered in everyone. Our level of self-knowledge influences how we interact with others and what plans we make for the future.

In Competency 9, participants will complete activities designed to take them even further in the process of self-discovery. Participants completing Competency 9: Understand and appreciate one's own capabilities and those of others will be able to:

a. Identify and appreciate personal interests, abilities, and skills.
b. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.

The first indicator contains an activity which asks participants to describe themselves. In Indicator 9b, participants share their personal strengths and achievements with others in the class.

Indicator 9a: Identify and appreciate personal interests, abilities, and skills.

Content	Instructional Strategies	Title of Resource
Describe interests, abilities, and skills	Activity	*A Description of Myself*
	Additional resources	*See Also: Indicator 1a* **WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activities #99, 106 and 108*

A Description of Myself

Knowing who you are and how you think about yourself can begin with an easy exercise of writing a description of yourself. Think about how you see yourself. What are the qualities you have that stand out for you? On the following pages describe yourself, using the given categories as a guide.

As you write your description try to be aware of how you are presenting yourself. Think carefully about the words you use. Are you describing yourself in positive, negative, or neutral terms? What are you saying about yourself?

After you've completed this exercise read it over to make sure you haven't left out any important thoughts.

A Description of Myself...

✳Myself

✳My child or children

✳My home

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, Center on Education and Work, University of Wisconsin-Madison, 1987.

✻My community

✻Things I like to do

✻My possessions

✻My hobbies and interests

✻Things that make me sad

✻Things that make me happy

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Indicator 9b: Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.

Content	Instructional Strategies	Title of Resource
Describe personal strengths	Activity	*My Winning Strengths*
Describe personal achievements	Activities	*Things I Am Proud Of; Personal Achievements*
	Additional resources	*See Also: Indicator 2a* **CEW Print Materials** •*Life Skills Workbook, pp. 45-49* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #97*

My Winning Strengths

Directions:

Step l: Put a check beside each word or phrase that describes you, whether it is all of the time or just part of the time. If you have difficulty seeing positive descriptions of yourself, imagine a close friend describing you.

Step 2: After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list on the next page for each time you checked a word for that given number.

Strength Word List

13 busy
3 kind
9 artistic
4 careful
13 convincing
3 friendly
9 gentle
4 loyal
5 distinctive
11 perfectionist
8 self-determined
16 pursuing
5 dignified
11 ambitious
8 individualistic
16 steadfast
5 poised
11 competent
14 considerate
10 fulfilled
15 likes new ideas
15 open-minded
1 talented
1 witty
6 systematic
12 trust-worthy

8 strong-willed
16 motivated
5 admirable
11 disciplined
8 self-reliant
16 persistent
6 neat
12 caring
2 thinker
1 clever
6 exact
2 well-informed
1 creative
6 orderly
12 outgoing
2 searching
1 original
7 fair-minded
5 respected
15 flexible
7 manager
7 forceful
2 inquiring
2 intelligent
12 encouraging
1 imaginative

7 organizer
14 tactful
10 committed
15 spontaneous
7 commanding
14 tolerant
10 goal-directed
15 progressive
5 sharp
11 capable
8 certain
5 looked up to
11 dedicated
8 courageous
16 consistent
5 honorable
11 productive
8 determined
7 planner
11 efficient
14 cooperative
14 dependable
12 comforting
12 sociable
2 curious
15 adaptable

8 confident
16 tireless
13 industrious
3 thoughtful
9 expressive
4 settled
13 persuasive
3 affectionate
9 graceful
4 reliable
7 leader
10 growing
14 eager
15 active
13 influential
3 giving
9 appreciative
10 growing
14 unselfish
10 self-aware
10 self-directed
10 adjusted
6 predictable
6 practical
1 unique
6 precise

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After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list below for each time you checked a word for that given number.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________

Using those numbers, convert the strengths into strength values:

1= creativity
2= knowledge
3= relating
4= security
5= prestige
6= organization
7= leadership
8= independence
9= beauty
10= self-realization
11= achievement
12= social service
13= economic reward
14= cooperation
15= variety
16= endurance

Write the five strength values that have the highest number of marks below:

Strength Values: ____________________ ____________________

____________________ ____________________ ____________________

Things I Am Proud of ...

Directions: Cut these questions apart and place in a container. Ask each participant to draw a question and answer it honestly.

What is something you are proud of that you can do on your own?

What is a new skill that you have learned recently?

What difficult task have you completed recently?

What is a family tradition that you are very proud of?

Describe something you've made with your own hands.

Describe a time when you made a good bargain.

What is a dangerous thing that you tried and at which you succeeded?

What is something that you have done to add to the beauty of this world?

How have you used your brain lately in a way that you are particularly fond of?

What problem have you dealt with successfully lately?

How have you reached out to someone lately?

What physical feat have you accomplished lately?

How have you shown responsibility and dependability lately?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Personal Achievements

Directions: Make a list of 15 personal achievements which you have done. They can be from any time in your life. Some may seem silly while others may be of a more serious nature. These achievements can be those that were recognized by others, or some personal satisfactions. Let yourself go. What are you pleased to have done?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

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Competency 10

Understand personal relationships and how to establish an independent identity.

Competency 10
Overview

In the previous competency, the focus was on understanding and appreciating one's abilities. Competency 10 changes gears and redirects our attention from our relationship with ourselves to our relationships with others.

For teenagers, close relationships may be a source of peer pressure. Teens may find it difficult to maintain their own sense of self in the face of this pressure to conform. Peers can strongly influence the actions teens take, the decisions they make, and the goals they have for the future. It is important for teens to nurture a certain amount of independence so that relationships with others don't become a source of undue influence.

Competency 10 focuses on the skills necessary to develop healthy relationships with others. Participants completing Competency 10: Understand personal relationships and how to establish an independent identity will be able to:

a. Demonstrate an understanding of the difference between personal behavior and self-concept.

Maintaining an independent identity within a relationship involves becoming assertive about thoughts, feelings, and needs. Indicator 10a focuses on assertiveness skills for use in personal relationships.

Indicator 10a: Demonstrate an understanding of the relationship between personal behavior and self-concept.

Content	Instructional Strategies	Title of Resource
Identify assertive rights	Handout; discussion	*Your Assertive Rights*
Describe method for developing assertiveness	Handout; discussion	*Developing an Assertive Belief System*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #96 and 113* **Other Print Materials** •*A New Attitude: Life Lessons for Returning Women* •*More Choices, pp. 173-189*

Your Assertive Rights

- You have the right and responsibility to control your own life.
- You have the right to have and express your own feelings, beliefs, and opinions.
- You have the right to make and refuse requests without feeling guilty or selfish.
- You have the right to consider your own needs.
- You have the right to change your mind.
- You have the right to do what you want with your own property, mind, and body.
- You have the right to make mistakes.
- You have the right to ask for what you want.
- You have the right to ask for information.
- You have the right to be independent.
- You have the right to be left alone.
- You have the right to be treated with respect and dignity.
- You have the right to be listened to and taken seriously.
- You have the right to be human and not to be liked by everyone.

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky* (1990) with permission of the School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Developing an Assertive Belief System

Developing an assertive belief system is an essential step in your attempt to behave more assertively with other people. Such a belief system is based on the idea that assertion - rather than manipulation, submission, or hostility - enriches life and leads to more satisfying personal relationships. This philosophy also involves the following ideas:

1. By standing up for ourselves and letting ourselves be known to others, we gain self-respect and respect from other people.
2. By trying to live our lives in such a way that we never hurt anyone under any circumstances, we end up hurting ourselves - and other people.
3. When we stand up for ourselves and express our honest feelings and thoughts in direct and appropriate ways, everyone usually benefits in the long run. Likewise, when we demean other people, we also demean ourselves and everyone involved usually loses in the process.
4. By sacrificing our integrity and denying our personal feelings, relationships are usually damaged or prevented from developing. Likewise, personal relationships are hurt when we try to control others through hostility, intimidation, or guilt.
5. Personal relationships become more authentic and satisfying when we share our honest reactions with other people and do not block others' sharing their reactions with us.
6. Not letting others know what we think and feel is just as selfish as not attending to other people's thoughts or feelings.
7. When we frequently sacrifice our rights, we teach other people to take advantage of us.
8. By being assertive and telling other people how their behavior affects us, we are giving them an opportunity to change their behavior, and we are showing respect for their right to know where they stand with us.

From *Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers* (pp. 55-56) by A.J. Lange and P. Jakubowski, 1976, Champaign, IL: Research Press. Copyright ©1976 by Research Press. Reprinted by permission.

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Another part of an assertive philosophy is the view that everyone is entitled to act assertively and to express honest thoughts, feelings, and beliefs. More specifically this involves ideas such as:

1. We all have the right to respect from other people.
2. We all have the right to have needs and to have these needs be as important as other people's needs. Moreover, we have the right to ask (not demand) that other people respond to our needs and to decide whether we will take care of other people's needs.
3. We all have the right to have feelings - and to express these feelings in ways which do not violate the dignity of other people (e.g., the right to feel tired, happy, depressed, sexy, angry, lonesome, silly).
4. We all have the right to decide whether we will meet other people's expectations or whether we will act in ways which fit us, as long as we act in ways which do not violate other people's rights.
5. We all have the right to form our own opinions and to express these opinions.

Competency 11

Take responsibility for personal decisions.

Competency 11
Overview

In daily life, we make decisions constantly without really giving it too much thought. We decide what to eat, what clothes to wear, or what television shows to watch without consciously thinking about the process of making decisions. There are, however, many tougher decisions that come up, and these may be more troublesome. Making these kinds of decisions is not an easy process for anyone. For teen parents, the process of decision-making is complicated by the many conflicting roles and responsibilities they have.

Although becoming a teen single parent may complicate decision-making, it also makes the process that much more important. Teen parent's decisions impact their children as well.

In Competency 11, participants are introduced to the basics of making decisions. Participants completing Competency 11: Take responsibility for personal decisions will be able to:

a. Demonstrate responsibility for making tentative educational and occupational choices.

Indicator 11a begins with several activities that explore participants' past experiences with making decisions. Participants then work on developing their decision-making skills.

Indicator 11a: Demonstrate responsibility for making tentative educational and occupational choices.

Content	Instructional Strategies	Title of Resource
Describe past experiences with decision-making	Activity	*My Decision Life Line*
Describe ideas and feelings about decision-making	Activity	*How Do You Feel About Making Decisions?*
Describe characteristics of decision-makers and identify steps of decision-making	Handout; discussion	*Decision Makers and Decision Making*
Identify personal decision-making style	Activity	*Decision-Making*
	Additional resources	*See Also: Indicators 3c, 12a and 12b* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #67* **Other Print Materials** •*Challenges, Changes or Choices, pp. 106-139* •*Going Places, pp. 137-200*

My Decision Life Line

Purpose: To have participants recognize the benefit of making their own decisions by having them evaluate the critical decision points in their own lives.

Procedure: Participants are instructed to:

- Draw a horizontal line across the page and put the year they were born on the left end of the line and the present year on the right end.
- Mark important event/decisions that occurred in their lives at the appropriate places along the life line, including the year they occurred.
- Mark each of these decision points using the following codes:

  A = A critical decision they made for themselves.

  C = A critical decision made for them by someone else.

  D = A decision they wish they had made.

  B = The best decision they ever made.

  W = The worst decision they ever made.

- After completing the written portion of this activity, participants are divided into groups and told to compare life lines and discuss why the decisions they made were either good or bad.

Materials: Activity Sheet, **My Decision Life Line**

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky,* School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

My Decision Life Line

My Decision Life Line ______________________________

Codes:

A = A critical decision they made for themselves.

C = A critical decision made for them by someone else.

D = A decision they wish they had made.

B = The best decision they ever made.

W = The worst decision they ever made.

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

How Do You Feel About Making Decisions?

Complete each of the following sentences by writing how you feel about making decisions.

1. When I have to make a decision I feel...

2. I feel the hardest kinds of decisions for me to make are...

3. I feel the easiest kinds of decisions for me to make are...

4. Some decisions that I disagree with my parents about are...

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, Center on Education and Work, University of Wisconsin-Madison, 1987.

5. Good decisions make me feel...

6. Poor decisions make me feel...

7. I would like to make decisions about...

8. I really like it when I make a decision and...

9. I do not like it when I make a decision and...

10. One important decision I made was...

11. The hardest thing about making that decision was...

12. The best decision I ever made was...

13. The worst decision I ever made was...

14. One decision that my parents and I both agreed on was...

Look back at your answers and see if you can learn something about how you feel when making decisions. Write a summary describing your attitude toward making decisions. Use the information you wrote about in this exercise.

____

____

____

____

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____

Decision Makers and Decision Making

Decision Makers

1. Those who know their own needs and priorities and are also aware of the needs and priorities of others.

2. Those who know their own needs and priorities but whose first concern is the approval of others.

3. Those who are uncertain as to their own needs and look to others to tel them what to do.

4. Those who know their own needs and priorities and simply do not give a damn about the needs and priorities of others.

Decision Making

1. Know your values and your priorities.

2. Seek information that is relevant (center on you individual needs and resources; focus on the resources in the world around you and the alternatives to which you can or want to commit yourself).

3. Explore these alternatives and try to discover new ones.

4. Imagine the consequences of each alternative to help you evaluate one. Rank them in order of necessity.

5. Make your choice. (Center and focus).

6. Examine how this choice feels.

7. Develop a contingency plan in case your first choice doesn't work out.

8. Be willing to take the risk.

9. Realize that important life decisions require commitment and some continuity in time.

10. Realize that you decision can be changed or modified. You don't have to stick to "wrong" decisions but must stick with something long enough to test it thoroughly!

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Decision-Making

Directions: List of ways decisions can be made:

A. Almost a mystical or preconscious choice - based on "it feels right."
B. The thoughts, attitudes, feelings of others had great impact on decision.
C. Took a moratorium - postponed thought and action for awhile.
D. Little thought or examination - took the first alternative.
E. Took the safest choice.
F. Took the choice that would avoid the worst outcome.
G. Allowed the situation to become so intolerable that I was forced to take some action.
H. Attached weights to what was the most desirable.
I. Did what I wanted most without thinking about consequences.
J. Determined what was most important to me and then acted upon that information.

How have you dealt with previous decisions?

Below, please list:

1. One or two decisions you have made within the past year.
   a. ______________________________
   b. ______________________________
2. One or two decisions you have made within the past five years.
   a. ______________________________
   b. ______________________________
3. One or two decisions you have made from any time in your life.
   a. ______________________________
   b. ______________________________

For each decision you listed above, select the statement(s) above that best describe how your made that decision. You may write your own description if those above are not applicable.

1. a. ______________________________
   b. ______________________________
2. a. ______________________________
   b. ______________________________
3. a. ______________________________
   b. ______________________________

Do you see any pattern in the kinds of decisions you chose to list? What, if anything, does that suggest?

Are these any patterns in how you go about deciding? Is that different or similar for critical decisions?

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Competency 12

Understand and develop decision-making skills.

Competency 12
Overview

Competency 12 opens the final section of the *Career Planning Curriculum for Teen Single Parents,* the Career/Vocational section. It is appropriate that this section picks up where the Personal/Social section ended—with decision-making skills. The ability to make decisions is required not only in our personal lives but also in our professional lives. Decision-making skills are a must in all aspects of career planning.

In Competency 12, participants continue to work on developing effective skills for making decisions. Participants completing Competency 12: Understand and develop decision-making skills will be able to:

a. Identify alternatives in given decision-making situations.
b. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

The first indicator in Competency 12 provides concrete strategies for making decisions. Participants complete several activities which give them a chance to exercise their decision-making skills. Indicator 12b encourages participants to outline specific steps toward reaching their educational or career goals.

Indicator 12a: Identify alternatives in given decision-making situations.

Content	Instructional Strategies	Title of Resource
Describe different decision-making strategies	Lecture; discussion	*Choosing a Strategy (OH)*
Identify and complete steps toward making a decision	Activity	*A Decision Making Exercise (OH)*
Demonstrate decision-making and problem-solving skills	Activity	*Mary's Decisions*
	Additional resources	*See Also: Indicators 3c and 11a* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #68, 73, 83, 84 and 121* **Other Print Materials** •*Challenges, Changes or Choices, pp. 115-139* •*Going Places, pp. 137-200*

Choosing a Strategy

Notes

Since there are three alternative strategies for making a decision -- and each has its own advantages and disadvantages -- the first task in making a decision is to decide which strategy to use.

Dependent Decision Strategy

The **dependent decision** strategy may appear to be the easiest; we've certainly had the most time to practice it! All we need to do is defer the choice to others, to let someone else decide. In a situation where the outcome is of little personal importance, this approach can save time and energy. If you're like most of us, many of your dependent decisions are made in the spirit of compromise, as in the case of participating in a group decision. There are also situations that may call for a more informed dependent choice. If your doctor recommends surgery, for example, you may wish to get a second opinion or have the reasons carefully explained. Knowing that you don't have enough information to make the final decision, you may at least depend partially upon your doctor's judgement.

A dependent decision can be self-defeating and produce unhappy results if it is used to avoid the work of exploring or the fear of making a choice on your own. Deferring a choice whose outcome is important out of fear or indecision does not help us to avoid the problem; it only means the decision will be out of our control, and will be made by others or by circumstances. The results will affect our lives just as if we had made the choice; even if we have transferred the decision elsewhere, the responsibility for coping with the results will still be ours.

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Intuitive Decision Strategy

Decision makers who use the **intuitive decision** process rely on "gut-level" reaction; they check out their internal signals to see if something feels good. Intuitive decisions are usually made spontaneously and below one's level of awareness. Consequently, they take little time, data gathering, or conscious planning. They are useful in situations where time is at a premium, such as emergencies or unforeseen opportunities. Intuition often helps us in interpersonal relations, where factual data about the other person's reaction are not available. When used appropriately, intuition can help us retain both authority and responsibility in a difficult decision situation.

Intuitive decisions, however, can also have uncomfortable results if used as a substitute for or to avoid gathering needed information. In situations that are emotional or very important, intuitive hunches are sometimes hard to distinguish from wishful thinking or personal bias. If information and time to review a decision are available, it is usually wise to take advantage of them. After exploring, however, intuition or feeling may still play a part in the final decision. Intuition enjoys a better reputation now than in the past since we realize that hunches may really be perceptions based on information that is taken in overtime but not consciously remembered. Nevertheless, it is probably wiser not to decide something on the basis of intuition alone, if there is other information available.

Planful Decision Strategy

The third strategy, the **planful decision** approach, involves exploration of our needs and the environment, and a rational weighing of the various alternatives, costs, and benefits. The pace of this approach is slower than others, but allows maximum time for data gathering, exploring, and experimenting. Questions can be raised and

Notes

answered, and attention paid to details. These questions will help us anticipate possible problems, and increase smoothness and efficiency of implementation. This approach does not exclude consideration of personal feelings about the choices (intuition) or the opinions of experts and loved ones (dependency), nor does it intend to exclude personal and idiosyncratic decision strategies.

Because the planful approach to decisions can consume a great deal of time and energy, it is not always appropriate. Many decisions are not important enough to be worth this amount of effort, and sometimes needed information is not available. Another problem is that in any situation the data is never all in, and waiting for everything we need to know can be a way of delaying a decision. Finally, anyone who takes this decision style literally runs the risk of making a totally rational or totally independent decision, which may not reflect reality, since our feelings and the opinions of significant others are important to us.

Ideally, a balanced decision will include elements of all three decision styles. Such a choice would consider information available from internal and external sources, weigh the validity of that information, and invest time in further exploration if it seems necessary. A productive decision will usually take into account whatever information one can marshall in the circumstances about self, others, and the environment.

Three Strategies for Making Decisions

- Dependent decision strategy
- Intuitive decision strategy
- Planful decision strategy

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A Decision Making Exercise

Think of an important decision that you need to make. Use each of the steps below to guide your decision-making process. Do each step, one at a time, in the order they appear. Be sure to record all the information at each step as soon as the step has been completed.

1. **State the decision you need to make.** Write down a clear description of the decision. Make it a brief statement.

   ____

   ____

   ____

2. **Identify the problems about the decision.** Write down your concerns about the decision. Identify the factors that make it a difficult decision.

   ____

   ____

   ____

3. **State the outcome you want.** Think about this clearly and carefully. You need to know the possible consequences of your decision. What will be the result or effect of your decision (both on you and on your child)? Write down what you want from this decision. To do this you need to think about what's important to you and what you are willing to give up. Knowing yourself and your personal values will help with this. Your decision should be made according to your values.

   ____

   ____

   ____

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, 1987, Center on Education and Work, University of Wisconsin, Madison, Wisconsin.

4. **What are your resources?** What resources do you have available to help you make your decision? A resource would be a person or place where you can get more information or help with your decision. For example, your family would be a good resource because they know you well. Ask for their advice but be sure to make the decision yourself, based on all the facts and information you find.

5. **What are your alternative choices?** What are other possible solutions or choices? An alternative is something you can do instead of, or in addition to, the first choice you have. Alternatives give you more than one way of looking at the problem and of choosing. After you have checked with all sources of information about your decision, list all the alternatives and choices you see as possibilities. Write down even those that seem silly. You may get ideas from them later.

6. **Weigh your alternatives.** Look at the list and predict what might be the positive and negative factors of each choice. Decide which ones are best for you. Then write the list again, ordering the best choices first and the less desirable choices last.

Positive Factors

Negative Factors

7. **Make a decision. Choose one alternative.** Decide from the choices you have listed which will give the best outcome for you.

8. **What action will you take?** Now that you have made a decision, act on it. Do what you have decided to do. Write down what action you will take to follow through on your decision.

9. **Evaluate your decision.** How do you feel about the decision you made? After you have acted on your decision, evaluate whether you made the best possible decision or if you might have made a better one.

10. **Evaluate the steps and the process you used to make your decision.** Was this the best way for you to make a decision? Are there things you might have done that would be helpful to organizing and acting on your decision-making style? Write down other steps you might include in making the next important decision.

This is only one method for making decisions. You can find out about other ways by talking to people, reading books on decision making, and trying ideas that might work better for you.

Each person is different and may have a way that works best for her or him. The important thing to remember about making decisions is to be organized about it, and to be clear about the decision and choices facing you.

10 Steps to Making a Decision

1. State the decision you need to make.
2. Identify the problem or need.
3. State the outcome you want.
4. Identify any resources concerning the decision.
5. What are your alternative choices?
6. Weigh your alternatives.
7. Make a decision.
8. What action will you take?
9. Evaluate your decision.
10. Evaluate the steps and the process you used to make your decision.

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, 1987, Center on Education and Work, University of Wisconsin, Madison, Wisconsin.

Mary's Decisions

Frequently, the most difficult aspect in decision-making is getting in touch with what the problem is. Read the following story about Mary, then work in groups of four persons and determine Mary's problem(s) and make a suitable choice(s).

Mary is a single parent/homemaker who is supporting herself and two sons. She is working in a full-time job as a secretary and is taking a bookkeeping course and a business English course at the community college. Mary hopes to get a better job after she learns bookkeeping; however, her immediate concern is making money. Lately, Mary has been losing control of her temper when she is with her sons. This doesn't happen often, but it happens often enough to scare her, as well as the boys. Several times she has found herself screaming remarks that she doesn't mean, and has on occasion hit her children hard enough to leave bad bruises. She feels guilty and is sorry afterwards.

Why does Mary lose her temper? Mary cannot cope with being a homemaker/wage earner/student. Her sons complain about the ill-planned meals, lack of clean clothes and the lack of attention she gives them. Her grades have dropped to a C. Her bills are piling up. Her ex-husband has been spending less time with the boys lately. Will you help Mary?

Now, in your small groups, discuss the following questions:

1. What is Mary's problem(s)?
2. What are Mary's choices or alternatives?
3. What are the possible outcomes or consequences of each choice or alternative?
4. Make the choice(s) for Mary.
5. What is Mary's responsibility in the decision(s)?

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Indicator 12b: Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

Content	Instructional Strategies	Title of Resource
Demonstrate skills to create and carry out a plan to achieve a specific goal	Activity	*Goals and Objectives*
	Additional resources	*See Also: Indicators 3c and 11a* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #16 and 52* **Other Print Materials** •*Challenges, Changes or Choices, pp. 106-113*

12b • Handout

Goals and Objectives—Example

Goal: To enroll in one class for the next quarter

Objectives:	**Deadline:**
1. Consult an admissions counselor.	Feb. 1
2. Apply for admission.	Feb. 4
3. Request transcripts from other schools attended.	Feb. 4
4. Apply for financial aid.	Feb. 4
5. Obtain class schedule for next quarter.	Feb. 10
6. Choose which class I will attend.	Feb. 17
7. Determine registration and pre-registration dates.	Feb. 17
8. Register for class.	Feb. 20
9. Arrange for child care.	Feb. 26
10. Buy books and supplies.	Feb. 28

Date Goal Accomplished: Attended first class - March 1.

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Goals and Objectives

Goal: ______________________________

Objectives: **Deadline:**

1. ______________________________
______________________________ ______________
2. ______________________________
______________________________ ______________
3. ______________________________
______________________________ ______________
4. ______________________________
______________________________ ______________
5. ______________________________
______________________________ ______________
6. ______________________________
______________________________ ______________
7. ______________________________
______________________________ ______________
8. ______________________________
______________________________ ______________
9. ______________________________
______________________________ ______________
10. ______________________________
______________________________ ______________

Date Goal Accomplished: ______________________________

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Competency 13

Understand the world of work and its expectations for employment.

Competency 13
Overview

The workplace of today is a rapidly changing environment. New technologies, different management styles, and an increasingly diverse workforce are all having an effect on the world of work. People entering the workforce in the coming decade will need to understand the major trends influencing employment in order to succeed.

For teens, learning about the world of work not only involves understanding workforce trends, but also the changing expectations employers have of employees. As these students leave high school and enter the workforce, they will need a variety of skills to succeed in their chosen occupation. Teens must not only be aware of the changing workplace as a whole, but specifically what that new workplace will require of them.

In Competency 13, participants are introduced to a variety of topics centering on the demands of the changing workplace. Participants completing Competency 13: Understand the world of work and its expectations for employment will be able to:

a. Describe how learning skills are required in the workplace.
b. Demonstrate skills in preparing a resume and completing job applications.
c. Describe how occupational and industrial trends relate to training and employment.
d. Demonstrate an understanding of the global economy and how it affects each individual.
e. Identify the positive contributions workers make to society.
f. Demonstrate knowledge of the social significance of various occupations.
g. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
h. Demonstrate academic or vocational skills required for a full- or part-time job.

In Indicator 13a, participants are asked to identify skills acquired in postsecondary education that are required for various occupations. Following this, Indicator 13b introduces participants to the basic skills involved in filling out work-related application forms. The next indicator addresses the major trends affecting the workplace of the future and gives particular emphasis to women in the workforce. Indicator 13d asks participants to expand their focus and think about the global economy and its effect on them as workers. In the following two indicators, participants complete activities addressing the contributions workers make to society and the social significance of various occupations. The final two indicators deal with skills: in Indicator 13g, participants identify skills they have learned in a variety of environments, and in Indicator 13h, participants identify skills they will need to pursue their ideal career.

Indicator 13a: Describe how learning skills are required in the workplace.

Content	Instructional Strategies	Title of Resource
Identify learning skills and occupations where they are used	Activity	*Matching Occupations and Skills*

Matching Occupations and Skills

Objective: Students will recognize how skills used in school relate to work environments.

Materials:
✓"Matching Occupations and Skills" activity sheet (on the following page)
✓Pencil or pen

Activity:

1. Give each student a "Matching Occupations and Skills" activity sheet.

2. Ask the students to check off skills needed for each occupation in the box in line with the skills.

3. Have each student research two occupations. Make sure that all occupations are researched and that reference books are used, such as the *Occupations Digest* and *Occupations Digest* from WCIS.

4. Have students correct their matrixes as they listen to the student who researched that occupation. Students may wish to use a different colored pen so they can distinguish between their answers and the corrected answers.

Evaluation: Students will have completed the "Matching Occupations and Skills" activity sheet and identified how skills used in school relate to the work environment.

Adapted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Matching Occupations and Skills

Directions: Check off the skills needed for each occupation in the box in line with the skills.

Basic Skills **Occupations**	Following Directions	Physical Fitness	Math	Spatial Concepts	Foreign Language	Good Vocabulary	General Science	Listening	Computing	Spelling	Drafting	Speaking	Reading	Writing	Typing
Nurse															
Secretary															
Fire Fighter															
Scientist															
Statistician															
Dietitian															
Draftsperson															
Radio Announcer															
Truck Driver															
Waiter/Waitress															
Dish Washer															
Lawyer															
Police Officer															
Electrician															
Dancer															
Construction Worker															
Systems Analyst															
Biochemist															
Assembly Line Worker															
Hygienist															
Dentist															
Foundry Worker															

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 13b: Demonstrate skills in preparing a resume and completing job applications.

Content	Instructional Strategies	Title of Resource
Demonstrate skills to complete job applications	Activity	*Filling Out Application Forms*
	Additional resources	*See Also: Indicator 16c* **WCIS Videos** •*Job Connection: Applying for Work*

Filling Out Application Forms

Objective: Students will examine various forms and applications required for employment.

Materials:
✓Sample employment applications
✓W-2 forms
✓Pencil or pen

Activity:

1. Have students discuss important records and why they are necessary (e.g., birth certificates, licenses, social security cards, income tax forms, etc.).

2. Have students practice identifying and filling in records or forms.

3. Have students discuss filling out application forms. (Some areas they should cover are neatness, honesty, adding hobbies or jobs that show responsibility, etc.)

Evaluation: Students will have discussed the importance of records and will have completed and application form. They will have observed how application forms differ in appearance, but essentially contain the same information.

Reprinted from *Developmental Guidance Classroom Activities,* Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 13c: Describe how occupational and industrial trends relate to training and employment.

Content	Instructional Strategies	Title of Resource
Describe trends relating to women and employment	Lecture; discussion	*Women and Workforce 2000 (OH)*
Describe future trends in the workforce	Handouts; discussion	*Future Directions; Major Trends Affecting Tomorrow's Workforce (OH)*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, pp. 11-12* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #9 and 23*

Women and Workforce 2000

Several emerging trends in the economy and the labor force today will shape and characterize the work force of the future. Significant among them are: an aging work force; greater numbers of women, minorities and immigrants in the work force; a declining pool of youth; a continuing shift to the service producing sector; and an increasing demand for workers with high skills.

Labor Force Outlook

Today, more than 53 million women age 16 and over comprise 45 percent of the total labor force. Although the labor force will grow more slowly than in the past, there will be 139 million persons in the labor force in the year 2000, an increase of 21 million from 1986. Women, minorities, and immigrants will account for 90 percent of the increase. It is projected that women's share of the labor force will increase to 47 percent in 2000.

Women will be the major source of new entrants into the labor force over the next 13 years. They will account for 63 percent of the net labor force growth or 13.2 million women by 2000. The number of black women will increase by 2.1 million of 16 percent and account for one-tenth of the overall labor force growth.

The number of Hispanic women in the labor force by the year 2000 is projected to reach 5.8 million, an increase of 85 percent. This projected 1986 to 2000 increase in more than that of white and black women's increases combined. Hispanic women will account for about 13 percent of the increase in the total labor force by 2000. In addition, about 1 out of 10 women entrants will be of Asian, American Indian, Alaskan Native, or other descent.

Women in the Labor Force in 1986 and Projected to Year 2000
(Numbers in thousands)

Group	1986	2000	Percent	Change
Total	117,837	138,775	100.0	20,938
Men	65,423	73,136	52.7	7,713
Women	52,414	65,639	47.3	13,225
White	44,585	54,449	39.2	9,864
Black	6,311	8,408	6.1	2,097
Asian, Other*	1,518	2,782	2.0	1,264
Hispanic*	3,128	5,783	4.2	2,655

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September, 1987.

* Includes American Indian, Alaskan Native, Asian, and Pacific Islanders.

**Persons of Hispanic origin may be of any race

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The labor force will be older by the year 2000. While the number of workers between the ages of 20 and 34 will decline by 4.6 million, the number between 45 and 54 will increase by 12.8 million. Half of the women in the labor force will be between the ages of 35 and 54. This is a shift from 1986 when the majority of women in the labor force were between the ages of 25 and 44. There will be a net increase of workers aged 16 to 19 between 1986 and 2000, but there will be a substantial, immediate (short term) decline in these workers between 1986 and 1995.

Industrial Outlook

The economy has long been and will continue to be dominated by the service producing sector. That sector includes the following industry groups: transportation, communication, and public utilities; wholesale and retail trade; finance, insurance, and real estate; services; and government. The largest component is services which accounted for 30 percent of the total employment of 74.4 million worker in this sector in 1986.

Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service producing sector. By that year, 80 percent of all nonfarm wage and salary employment will be in the service producing sector compared with 75 percent in 1986.

The increases in the services sector bode well for the future of working women. In 1986, 40.5 million women, or more than four out of five, were employed in the service producing industries. Women dominated many of the industries where growth is expected to be greatest. For example, women held more than three-fourths of the jobs in the health services industry (including hospitals) and the social services industry.

The ten industries projected to generate the largest number of new wage and salary jobs will account for 45 percent of the net increase in employment from 1986 to 2000. In 1986, women held more that half of the jobs in six of these industries.

Industries Projected to Generate Largest Number of Wage and Salary Jobs, 1986-2000

(Numbers in thousands)

Industry	1986 Employment	New Jobs
Eating and drinking places	5,879	2,471
Offices of health practitioners	1,672	1,375
New and repair construction	4,904	890
Nursing and personal care facilities	1,250	852
Personnel supply services	1,017	832
State and local government education	7,058	784
Machinery and equipment wholesalers	1,445	614
Computer and data processing services	591	613
Grocery Stores	2,523	598
Hotels and other lodging places	1,401	574

Occupational Outlook

Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. As recent as 1986, their share of managerial and professional specialty jobs reached 43 percent. Similarly, minority women have moved into higher paying positions but at a slower rate. Over the period between 1983 and 1986, the percent of black women in executive, administrative and managerial jobs increased from 4.9 percent to 6 percent. These trends are important as more jobs of the future will require higher skills.

Of the eleven occupations which are projected to increase by more than 400,000 jobs by 2000, women held more than 80 percent of those jobs in six occupational categories in 1986. These 11 occupations are expected to account for 30 percent of job growth to 2000.

The three broad occupation groups with the most highly trained workers (executive, administrative, and managerial; professional specialty; and technician and related support) will account for 40 percent, or 8 million, of the job growth between 1986 and 2000. In 1986, women held 43.8 percent of such jobs. Black women accounted for 7 percent and Hispanic women 3 percent.

The occupation group with the greatest increase, 5.4 million, is service workers. This job category, dominated by women who accounted for 61 percent of the service jobs in 1986, is within the group of jobs requiring the least skills. Within the group of jobs requiring lower skilled workers, three categories will have declining employment: farming, forestry and fishing; machine setters and operators; and hand worker, including assemblers. Although women held only 16 percent of the jobs in the farming category in 1986, they held 31 percent of the jobs in the other two categories combined.

Occupations with Largest Job Growth, 1986-2000

(Numbers in thousands)

Occupation	1986 Employment Number	1986 Employment % Women	New Jobs
Salespersons, retail	3,579	59.5	1,201
Waiters and waitresses	1,702	85.1	752
Registered Nurses	1,406	94.3	612
Janitors, cleaners (including maids and housekeeping cleaners)	2,676	42.7	604
General managers and top executives	2,383	N/A	582
Cashiers	2,165	82.9	575
Truck drivers, light and heavy	2,211	4.3	525
General office clerks	2,361	80.5	462
Food counter, fountain and related workers	1,500	N/A	449
Nursing Aides, orderlies and attendants	1,224	90.5	433
Secretaries	3,234	99.0	424

Industries Projected to Generate Largest Number of Wage and Salary Jobs

1986-2000

(Numbers in thousands)

Industry	1986 Employment	New Jobs
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Hotels and other lodging places	1,401	574

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Future Directions

WHAT FACES FUTURE WORKERS

- Accelerated Rate of Change - Knowledge Explosion
- On-Going Shift in Economic/Employment Structure
- Development in New Areas - Materials and Innovations

  Microelectronics and Computerization
  Robotics/Computerized Manufacture
  Artificial Intelligence
  Laser Technology
  Fiber Optics
  Communications Technology
  Space Technology/Satellites
  Biotechnology
  Genetic Engineering
  Bioelectronics
  Synthetic Materials Dev.
  Superconductors
  Energy Dev. (incl. Alternatives)

- Applications of High Technology to All Areas
- Increased Foreign Competition/Global Economy
- Growth of Small Companies - Entrepreneurship

DEMOGRAPHICS

A. Changing Work Force Composition

Aging
More Female
More Minorities

B. Shrinking Youthful Labor Resource

C. Changing Family Patterns

Male/Female Roles
"Nontraditional" Family Groupings

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Major Trends Affecting Tomorrow's Workforce

- The number of workers will fall
- The average age of workers will rise
- More women will be on the job
- One-third of new workers will be people of color
- There will be more immigrants
- Most new jobs will be in services and information
- New jobs will require higher skills
- Challenges for business will be immense

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Indicator 13d: Demonstrate an understanding of the global economy and how it affects each individual.

Content	Instructional Strategies	Title of Resource
Describe how world events affect the global economy	Activity	*Understanding the Global Economy*

Understanding the Global Economy

Objective: Students will gain an understanding of the global economy and how world events affect the individual.

Materials: ✓Newspapers, magazines, or other news sources

Activity:

1. Ask students to clip out news articles about world events over a period of several days.

2. Have students bring their articles into class and break the class down into small groups. Ask the groups to consider the following topics as they share their articles and clippings:
   a. What effect does this event have on that particular country's economy? How does the event impact the individual workers in that country?
   b. How might this event impact that country's interactions with other countries? Will this event affect that country's trade with other countries?
   c. How might this event impact that country's relationship with the United States? Will this event affect trade or other economic interactions between the two countries?
   d. How could this event impact the individual worker in the United States? How could it impact *you*?

3. Have one representative from each group summarize that group's discussion for the rest of the class .

Evaluation: Students will identify world events and will explore the ways in which these events impact the economy of that country and other countries.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 13e: Identify the positive contributions workers make to society.

Content	Instructional Strategies	Title of Resource
Describe the importance of work	Activity	*Defining Work*

Defining Work

Objective: Students will define the term "work" and discuss feelings about work.

Materials:
✓Chalkboard
✓Chalk

Activity:

1. Have students define "work" and record their definitions on the chalkboard. Include the following:
   a. What are the primary characteristics of work?
   b. Are volunteer and community activities considered work?
   c. Is homemaking considered work?

2. Have students synthesize their responses into a general statement.

3. Have students compare their definition to the dictionary definition. In what ways are they alike and different?

4. Have students list the importance of work and reasons for working. Include economic necessity, personal and social value, and personal fulfillment. Use the following questions as a guide:
   a. Why do you think people work?
   b. Is work an important factor in most people's lives? Why or why not?
   c. How many of your mothers (or women you know) work in and outside of the home? Why do they work two jobs? Do any fathers/adult males you know work two jobs?
   d. Why do some jobs have more social value than others?

Evaluation: Students will have defined "work" and discussed the importance of work to the individual, community, state, nation and world.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 13f: Demonstrate knowledge of the social significance of various occupations.

Content	Instructional Strategies	Title of Resource
Describe the social significance of "homemaking"	Activity	*Homemaking as a Career*
Describe significance of jobs that students have had	Activity	*How I Fit Into Career Clusters*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #33 and 35* **WCIS Games** •*Winning the Career Game*

Homemaking as a Career

Objective: Students will evaluate homemaking as a career.

Materials:
✓Paper
✓Pencil or pen
✓"Help Wanted and Woman's Work" activity sheet (on the following page)

Activity:

1. Discuss whether homemaking should be considered a career. Why or why not?
2. List all the responsibilities of a homemaker.
3. List the qualifications of a homemaker. (Or what should the qualifications be?)
4. Place the "Help Wanted" ad on the bulletin board.
5. Ask students (both boys and girls) whether they would respond to this "help wanted" ad. Why or why not?
6. Divide a sheet of paper into two columns. In one column have the students list the advantages of this occupation and in the other column list the disadvantages.
7. Have students discuss the importance of homemaking:
   a. Would you choose this career as a "sole" career? Boys? Girls?
   b. Would you take postsecondary training to prepare yourself for this career? (Either as a "sole" career or in combination with another occupation.) If so, what studies would you pursue? Boys? Girls?

Evaluation: Students will have discussed "homemaking as a career" and identified the skills required to be a "homemaker."

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Help Wanted

Requirements: Intelligence, good health, energy, patience, sociability, skills in at least 12 different occupations.

Hours: 99.6 per week.

Salary: None.

Holidays: None (will be required to remain on standby 24 hours a day, seven days a week).

Opportunities for Advancement: None (limited transferability of skills required on the job).

Job Security: None (trend is toward more layoffs particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer).

Fringe Benefits: Food, clothing and shelter generally provided but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance; no Social Security or pension plan.

Woman's Work

Job	Hours per week	Rate per week	Value per week
Nursemaid	44.5	$2.00	$89.00
Dietitian	1.2	4.50	5.40
Food buyer	3.3	3.50	11.55
Cook	13.1	3.25	42.58
Dishwasher	6.2	2.00	12.40
Housekeeper	17.5	3.25	56.88
Laundress	5.9	2.50	14.75
Seamstress	1.3	3.25	4.22
Practical Nurse	.6	3.75	2.25
Maintenance man	1.7	3.00	5.10
Gardener	2.3	3.00	6.90
Chauffeur	2.0	3.25	6.50
Total			**$257.53** **or** **$13,391.56** **a year**

Adapted from an article by Ann Crittenden Scott in MS. Magazine (July 1972).

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

How I Fit Into Career Clusters

Objective: Students will categorize jobs they have had into the appropriate career clusters.

Materials:
✓Bulletin board
✓Colored construction paper cut into different shapes (4" circles, triangles, squares, rectangles, etc.)
✓Markers
✓"Career Clusters" activity sheet and overhead (on the following pages)

Activity:

1. Distribute "Career Clusters" handout and ask students to develop a bulletin board with separate sections for each career cluster.

2. Have students write their names and jobs they have had or done on pieces of the cut construction paper. Complete a shape for each job they have done (paid or unpaid).

3. Have students place each of their jobs in the correct career cluster group on the bulletin board. Then discuss the following questions:
    a. What are the similar characteristics of the various jobs?
    b. What are the differences among jobs?
    c. Would any jobs fit in more than one cluster? Why?
    d. Which clusters seem to include most of the jobs?
    e. Are there any clusters which predominantly employ females or males? Why?
    f. What sort of "meaning" do you associate with the different jobs? For example, which jobs do you think people find more prestigious and desirable? Less prestigious and desirable? Why do they seem this way?
    g. Do you think the number of women or men employed in a particular cluster affects how it is viewed?
    h. How does someone determine the "value" of a person's work? What things affect the way people view a person's occupation? The person's salary? What the person does? Where they work? Whom they work with?

Evaluation: Students will have constructed a bulletin board identifying jobs they have had and to which career clusters they belong.

Adapted from *Developmental Guidance Classroom Activities,* Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Career Clusters

Agribusiness and Natural Resources

Dairy Farmer, Farm Equipment Mechanic, Agronomist, Veterinarian, Landscaper, Poultry Farmer, Horticulturist, Food Scientist, Floraculturist, Fruit Farmer, Rancher (horse/cattle), Forester, Logger, Fisher, Fish/Game Warden, Geologist, Petroleum Engineer, Ranger, Fire Lookout.

Business and Office

Computer Operator/Programmer/Service Technician/Systems Analyst, Office Equipment Technician, Office Supply Salesperson, Secretary, Bookkeeper, Cashier, Receptionist, File Clerk, Work Processing Specialist, Actuary, Accountant.

Communications and Media

Telephone Operator, Newspaper Reporter, Television Reporter, Cable Installer, Magazine Editor, Satellite Technician, Broadcast Technician, Radio Programmer.

Construction

Contractor, Carpenter, Architect, Brick Mason, Drafter, Surveyor, Heavy Equipment Operator, Cabinetmaker, Crane Operator, Electrician, Plumber, Glazier, Painter, Insulation Engineer, Air Conditioning/Heating Technician, Ironworker, Plasterer, Tilesetter.

Consumer and Homemaking

Model, Interior Decorator, Tailor, Fashion Designer, Day Care Center Manager, Child Monitor, Dietitian, Cook/Chef, Meat Cutter, Cake Decorator, Caterer.

Environmental

Meteorologist, Air Pollution Controller, Biologist, Urban Planner, Energy Conservation Technician, Cartographer, Surveyor, Sanitary Engineer.

Fine Arts and Humanities

Artist, Performing Artist, Florist, Writer, Media Specialist, Piano Tuner, Organist, Display Designer, Interpreter, Poet, Jeweler.

Health

Cytologist, X-Ray Technician, Anesthesiologist, Medical Records Technician, Hospital Administrator, Pharmacist, Laboratory Technologist, Optician, Optometrist, Surgical Technician, Podiatrist, Occupational Therapist, Biomedical Engineer, Speech Pathologist, Emergency Medical Technician, Respiratory Therapist, Psychologist, CAT Scan Technician.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Hospitality and Recreation

Innkeeper, Hotel/Motel Clerk, Recreation Leader, Resort Employee, Bowling Alley Manager, Stable Worker, Professional Athlete, Tour Guide, Groundskeeper, Race Car Driver, Lifeguard, Jockey, County Club Manager, Motorboat Mechanic.

Manufacturing

Tool Designer, Metallurgical Engineer, Industrial Engineer, Robot Repairer, Machinist, Instrument Maker, Auto Assembler, Boilermaker, Welder, Patent Attorney, Tool Grinder, Sandblaster, Loom Changer, Cloth Grader, Assembler, Glass Cutter, Laser Technologist, Robot Programmer.

Marine Science

Marine Biologist, Diver, Oceanographer, Researcher, Laboratory Technologist, Explorer.

Marketing and Distribution

Salesperson, Advertising Copywriter, Shipping Clerk, Market Researcher, Retail Store Clerk.

Personal Services

Waiter/Waitress, Undertaker, Private Household Worker, Cosmetologist and Barber, Pest Controller, Dry Cleaner, Counselor, Detective, Real Estate Agent, Cosmetician, Shoe Repairer, Spa Manager, Watch Repairer, Banker, Lawyer, Dog/Cat Groomer, Launderer, Paralegal Assistant, Social Worker, Mail Carrier.

Public Services

School Personnel, Fire Fighter, Mayor, Law Enforcement Officer, FBI Agent, Security Guard, City Manager, Corrections Officer, Military Personnel, Garbage Collector.

Transportation

Taxi Driver and Dispatcher, Truck/Bus Driver, Pilot, Ship Captain, Parking Lot Attendant, Car Designer, Flight Attendant, Auto Repair Technician, Motorcycle Mechanic, Air Traffic Controller, Railroad Personnel, Travel Agent.

Career Clusters

Agribusiness and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking
Environmental
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Transportation

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 13g: Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

Content	Instructional Strategies	Title of Resource
Describe skills acquired through school, volunteering, work, or leisure	Activity	*Specific Knowledge*
	Additional resources	**WCIS Print Materials** •*Exploring New Worlds, pp. 11-12* **Other Print Materials** •*Challenges, Changes or Choices, pp. 173-179*

Specific Knowledge

List formal educational experiences -- secondary schools, colleges, conferences, workshops, etc.	List employment experiences, paid and volunteer, together with whatever special training you received there.	List leisure activities, hobbies, clubs, sports, etc.

- Fill in the chart on the next page, using the above list to "tickle your memory."
- When done, circle those Knowledges you still enjoy so much you would like to be able to use them in your future work or leisure.
- Pick the top 3, 5, or 10 that are most important to you and prioritize them.

Reprinted with permission from The Women's Development Center, Waukesha Technical College.

Specific Knowledge - Skills

Degree of Skill	Knowledge I picked up in **schools**	Knowledge I picked up at **work**	Knowledge I picked up in **leisure activities**
Beginner Skills			
More Advanced Skills			
Mastery or Very Advanced Skills			

Knowledges may be in subject matter, such as psychology, languages; in techniques, processes; in working with tools or things; and may be picked up by doing, through teachers, books, cassettes, apprenticeships, workshops, etc.

Reprinted with permission from The Women's Development Center, Waukesha Technical College.

Indicator 13h: Demonstrate academic or vocational skills required for a full or part-time job.

Content	Instructional Strategies	Title of Resource
Identify skills needed for a career	Activity	*Skills Needed for My Fantasy Career*

Skills Needed for My Fantasy Career

Objective: Students will identify skills needed for making their fantasy career a reality.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Have students choose the one career they are most interested in.
2. Have them make lists of all the skills they have that would be required in their chosen careers.
3. Have students make lists of the skills they would need to obtain to pursue those careers.
4. Using the list from step 3, outline a plan or procedure for obtaining these skills in order to be employable at the entry level of the "fantasized" career.

Evaluation: Students will have a list of skills they possess and skills they will need to develop in order to work in their "fantasy career."

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Competency 14

Become informed about educational/work alternatives.

Competency 14
Overview

As teens leave high school, they are confronted with a large number of options. To begin with, they must choose between further education and work. Once they've made this decision, they must choose what sort of education or occupation they wish to pursue. These kinds of decisions are difficult for anyone to make.

In order to make informed decisions about their lives after high school, teens need to take time to explore the different options open to them. They need the critical skills to be able to evaluate different training or work opportunities so they may decide which will be best for them.

Competency 14 helps participants understand the different choices they have after high school and helps them develop the skills necessary to make informed decisions. Participants completing Competency 14: Become informed about educational/work alternatives will be able to:

a. Demonstrate skills necessary to compare education and job opportunities.
b. Describe how skills developed in academic and vocational programs relate to career goals.
c. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
d. Describe the educational requirements of various occupations.
e. Demonstrate knowledge of various classification systems that categorize occupations and industries.
f. Describe the concept of career ladders.
g. Identify individuals in selected occupations as possible information sources, role models, or mentors.
h. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
i. Demonstrate an understanding that job opportunities often require relocation.
j. Describe school and community resources to explore educational and occupational choices.

In the first indicator, participants describe differences between the school and work environments and discuss how these differences impact their plans after high school. Following this, Indicator 14b asks participants to identify skills they have or need to develop for various occupations. The next indicator addresses transferable skills that can be used in many different jobs. Participants complete several activities that help them identify transferable skills they already possess. In Indicator 14d, the focus shifts to career exploration. Participants learn how to research an occupation to find out about its educational requirements. The following indicator introduces participants to a variety of resources for use in researching occupations. Indicator 14f discusses the concept of career ladders as a factor in making career decisions. The next section deals with a different method of researching occupations—researching through the use of mentors or informational interviewing. In Indicator 14h, instructors have an opportunity to invite outside speakers to present to the class on transition resources. Indicator 14i addresses the possibility of relocation as a factor in career decision-making. Finally, in Indicator 14j, participants complete several activities which help them identify career information resources within their school and in the community at large.

Indicator 14a: Demonstrate skills necessary to compare education and job opportunities.

Content	Instructional Strategies	Title of Resource
Describe similarities and differences between school and work	Activity	*School vs. Work*

School vs. Work

Objective: Students will describe similarities and differences in the school environment versus work environment.

Materials: ✓"School vs. Work" activity sheet (on the following page)

Activity:

1. Have students read the "School vs. Work" activity sheet.
2. Have students develop questions from the handout they would ask someone who works (e.g., What is it like to take orders from someone? What is it like to do the same thing over and over?).
3. Allow students to interview other students in the class who work or who have had a job.
4. Assign an interviewer to ask worker the questions the students have developed.
5. Have students form groups and discuss how they think they might react to work as opposed to school.

Evaluation: Students have identified and discussed similarities and differences in school and work roles.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

School vs. Work

Which statements best describe school? ...work? Write "school" or "work" in the space before the corresponding statement.

__________ Homework necessary.

__________ Take-home work to complete job or task rarely necessary.

__________ Set number of hours/days/weeks spent in class/grade.

__________ Unknown number of hours/days/weeks/years spent in one job.

__________ Frequent feedback on progress (tests and grades).

__________ Infrequent feedback on progress.

__________ Promotions every year.

__________ Infrequent promotions.

__________ Few days off.

__________ Many days off.

__________ Working with friends.

__________ Working with unfamiliar people.

__________ Most colleagues older.

__________ Most colleagues same age.

__________ Able to choose colleagues.

__________ Colleagues vary depending on duties.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 14b: Describe how skills developed in academic and vocational programs relate to career goals.

Content	Instructional Strategies	Title of Resource
Describe personal skills that can be used in occupations	Activities	*Exploring My Attributes and Skills; Skills I Need to Learn*
	Additional resources	**WCIS Software** •*Career Skills*

Exploring My Attributes and Skills

What are some of your personal skills that would help you in an occupation? In the space below, write in those attributes/skills you feel would help you in an occupation. List those skills that you feel good about in yourself.

After you have listed your special skills write in the kind of occupation for which they would be good. Use an occupations handbook to select appropriate job titles and to identify occupations that require these skills.

Personal Skills	Type of Occupation It Would Benefit

Look at the list of occupations. Which ones would you consider to be higher wage occupations?

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Skills I Need To Learn

List the skills you think you would have to learn in order to do the jobs you listed on the previous page. Then list how you would learn the skills necessary for these jobs.

Skills to Learn

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________

How to Learn These Skills

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Indicator 14c: Demonstrate transferable skills that can apply to a variety of occupations and changing occupational environments.

Content	Instructional Strategies	Title of Resource
Describe the different job opportunities open to someone with a given skill	Handout; discussion	*One Skill, Many Options—Some Examples*
Identify personal skills and occupations where they may be used	Activity	*Sample Completed Skill Chart; Self-Analysis Skill Chart*
Assess self-management, transferable, and job skills	Activity	*Skills Assessment Activity*
	Additional resources	**WCIS Software** •*Career Skills*

One Skill, Many Options—Some Examples

With this basic skill...	You can work in...	You can also...
Use math • add • subtract • multiply • divide • use fractions • use decimals • analyze statistics • read rulers • read gauges • read meters • estimate distance and height • estimate costs	**Transportation**: as a truck driver (earn about $16,000) • make out bills and keep track of payments • make deliveries to customers and take orders • re-stock and organize supplies	• do navigation work for airlines, ships, trains • drive taxis, buses, or other public transit vehicles • drive long-distance truck routes • do survey work for road, bridge, and tunnel projects
	Commissioned Sales: as a department store home appliance salesperson (earn about $20,000) • make out salesslips and records • calculate commissions • keep track of stock and order new supplies	• sell medical equipment to hospitals • be a sales representative for business machine or computer firms • sell building supplies to retail hardware stores
	Environmental Sciences: as a wastewater treatment plant operator (earn about $20,000) • read meters and gauges • test water samples • keep plant records	• work for the water company • work for a government water pollution control agency • be a firefighter first-class who controls boiler operations

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

With this basic skill...	You can work in...	You can also...
Use hand tools • hammers • mallets • saws • screwdrivers • knives • brushes • trowels • snakes • soldering irons • pipe threaders • plastering hawks • shears • wrenches • levels • chisels • planes • files • bits • pliers • rods • picks • shovels • wirecutters • staple guns • straight edges	**Computer Assembly/Repair:** as a computer service technician (earn about $16,000) • adjust, oil, and clean mechanical and electromechanical parts • use testing equipment to check for loose connections and wires • solder, wire, drill, rivet parts to repair machines	• install new computer equipment • assist engineers in building experimental computer systems • work as a technical supervisor ("troubleshooter") to figure out what's wrong with computer systems
	Building Maintenance: as a maintenance supervisor (earn about $15,000) • supervise workers, order supplies, keep equipment operating • repair light switches, doors, locks, woodwork, walls, concrete walks, repair boilers, fans, plumbing fixtures	• work as a maintenance electrician • work as a carpenter • do maintenance work in schools, airports, and hospitals
	Painting and Paperhanging: as a painter (earn about $19,000) • apply paints and varnish using brushes, rollers, sprays • smooth surfaces using sandpaper, steel wool • measure and cut strips from wallpaper rolls, using paper knives, shears	• work as a paint spray inspector • operate a paint striping machine for the highway department • do touch-up work in the automobile industry

Sample Completed Skill Chart

Step 1 **Education/Experience** What I've done	*Step 2* **Skills** What I've learned	*Step 3* **Employment** Job opportunities
1. Did babysitting	How to organize my time and that of others How to budget my money How to cook for several children	Day care provider Food service worker Nurse's aide
2. Home repairs; fixed faucets and electrical outlets	Mechanical aptitude	Small appliance repair person Factory worker
3. Sold goods for a school club fundraiser	Fundraising; sales ability	Clerk in a store Sales representative
4. A number of years in school	Special interests (e.g. typing, science, bookkeeping, writing)	Secretary Keypunch operator Lab assistant Library assistant File clerk Receptionist
5. Helped on a farm	How to drive a tractor, pickup, and beet truck	Van or truck delivery person
6. Sewing ability	How to sew clothing for children and adults	Electronic components assembler Garment worker Tailor

Adapted with permission from Teresa D. LaFromboise, *Circles of Women: Professional Skills Training with American Indian Women* (Newton, Mass.: WEEA Publishing Center/EDC, 1989).

Self-Analysis Skill Chart

(For your personal use)

	Step 1 **Education/Experience** What I've done	*Step 2* **Skills** What I've learned	*Step 3* **Employment** Job opportunities
1.	If you can read this you already have a job skill.	Looked up words in a dictionary; am able to read and write.	File clerk Receptionist
2.			
3.			
4.			

Reprinted by permission of Teresa D. LaFromboise, *Circles of Women: Professional Skills Training with American Indian Women* (Newton, MA: WEEA Publishing Center/EDC, 1989).

Skills Assessment Activity

Objective:	Students will identify job-related skills they already have and skills they would like to improve on.

Materials:

✓"Self-Management Skills" activity sheet
✓"Transferable Skills" activity sheet
✓"Skills Assessment" activity sheet

Activity:

1. Have students fill out the "Self-Management Skills" activity sheet, indicating for each skill listed whether they use this skill "usually," "sometimes" or "rarely."

2. Have students fill out the "Transferable Skills" activity sheet, indicating for each skill listed if it is an activity they "can do," "can do well" or "enjoy."

3. Based on their responses on these two sheets, have the students fill out the top two portions of the "Skills Assessment" activity sheet.

4. Have students complete the bottom section of the activity sheet, listing jobs or volunteer activities they have had and indicating skills they used in these activities.

5. Have students form groups and discuss the different kinds of jobs where they could use the skills they listed in the "Skills I have" and "Skills I used" columns. Also, have them discuss how they think they might develop the skills they listed under the "Skills I would like to improve" column.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison.

Self-Management Skills

Primary Self-Management Skills

	Usually	Sometimes	Rarely
completes tasks promptly			
follows instructions			
gets along well with others			
good attendance			
honest			
on time			
productive			
works hard			

Secondary Self-Management Skills

	Usually	Sometimes	Rarely
ambitious			
assertive			
cheerful			
conscientious			
creative			
dependable			
efficient			
enthusiastic			
flexible			
intelligent			
learns new skills			
learns quickly			
loyal			
mature			
original			
optimistic			
outgoing			
persistent			
pride in work			
reliable			
resourceful			
responsible			
self-confident			
sense of humor			
sincere			
solves problems			
tactful			
trustworthy			
well organized			
willing to learn			

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Transferable Skills

Primary Transferable Skills:	**Can Do**	**Can Do Well**	**Enjoy**
manage budgets			
manage people			
meet the public			
oral communication skills			
organizing (people and facts)			
speak in public			
teach others			
written communication skills			

Secondary Transferable Skills	**Can Do**	**Can Do Well**	**Enjoy**
build things			
repair things			
operate vehicle			
inspect things			
operate machinery			
use tools			
use complex equipment			
analyze numerical data			
budget			
calculate (bookkeeping)			
classify things (filing)			
organize detailed information			
handle money			
record facts			
do research			
organize research			
take inventory			
compare data			
counsel people			
demonstrate procedures			
help others			
care for others			
instruct others			
interview people			
listen well			
be a mentor			
negotiate a settlement			
persuade others			
be sociable			
remember information			
arrange social functions			
influence others			
motivate people			
take risks			
run meetings			
solve problems			

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Skills Assessment

Self-Management Skills:

Skills I have:	Skills I would like to improve:
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________

Transferable Skills:

Skills I have:	Skills I would like to improve:
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________

Job Content Skills:

Jobs or Volunteer Activities:	Skills I used:
1. ____________________	____________________ ____________________
2. ____________________	____________________ ____________________
3. ____________________	____________________ ____________________
4. ____________________	____________________ ____________________
5. ____________________	____________________

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Indicator 14d: Describe the educational requirements of various occupations.

Content	Instructional Strategies	Title of Resource
Identify the training requirements of various occupations	Activity	*Career Research: Training*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activities #29 and 52*

Career Research: Training

Objective: Students will identify the training requirements of various occupations.

Materials:
✓"Career Research: Training" activity sheet
✓Occupational information resources such as the *Occupational Outlook Handbook*
✓Pencil or pen

Activity:

1. Have students identify a career that interests them.
2. Ask students to find out what type of education the occupation requires. Students may use resources like the *Occupational Outlook Handbook* or other career information resources.
3. Have students identify one school or program in the area that offers the required training.
4. Have students research the school or program and fill in the "Career Research: Training" activity sheet.
5. Have students report to the class on the occupation and training program they researched.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison.

Career Research: Training

In order to become employed as:

____

Type of training/education required: (check one)

_____ on-the-job training
_____ apprenticeship
_____ vocational/technical school degree
_____ college/university degree
_____ other

Specific name of program/degree:

____

Length of time to complete program/degree:

____

Type of credentials required for admission:

____

Place where program/degree is offered:

____

Cost:

____

Financial aid available? Yes _______ No _______

Reprinted with permission from the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Indicator 14e: Demonstrate knowledge of various classification systems that categorize occupations and industries.

Content	Instructional Strategies	Title of Resource
Describe various classification systems	Lecture; discussion	*Summary Chart of the Major Resources*
	Additional resources	**CEW Print Materials** •*Dictionary of Occupational Titles* •*Occupational Outlook Handbook* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #39*

Summary Chart of the Major Resources

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Dictionary of Occupational Titles (DOT)	Defines and classifies approximately 20,000 occupations performed for pay or profit	Contains detailed definitions, including nine-digit code number, titles, related industries, alternated titles, description of task performed, and related occupations	Includes nine sections, the major one being the master titles and definitions	Presents detailed information about asks performed in 12,000 occupations defines worker functions along data-people-things dimensions, and groups related occupations
Dictionary of Occupational Titles: Fourth Edition Supplement, 1982	For use with the DOT; contains titles, codes, and definitions for more that 275 new occupations, and for those omitted inadvertently from the 1977 edition	Contains occupational titles similar to those in the DOT, but reflects an increasing emphasis on employment and training	Present occupational definitions in numeric order, corresponding to the arrangement of titles in the DOT, but omits subgroups; auxiliary ratings and classifications added at the end of each section	Provides the counselor with a timely resource that reflects new and emerging occupations and provides information about additional related jobs
Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles	Provides supplementary information for use with the DOT, including an expanded interpretation of significant job characteristics for a wide range of occupations requiring similar capabilities	Presents detailed information on physical demands, environmental conditions, and training time for each job defined in the DOT	Contains two parts: the titles arranged by the *Guide for Occupational Exploration* for the work groups and physical demand, and an index of titles by DOT codes	Provides additional insights into and information about the characteristics and requirements of scores of occupations
Guide for Occupational Exploration (GOE)	Provides supportive career and occupational information on 12 broad occupational interest areas	Contains descriptions that include a general overview of the area, narratives, and specific questions counselors are likely to ask	Concentrates primarily on "the area and work group arrangement" section devoted to the questions and answers, as well as lists of relevant DOT titles and codes	Assists in determining occupational goals and ties in with the General Aptitude Test Battery

Reprinted from *Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide,* with permission of Garrett Park Press, Garrett Park, Maryland.

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Standard Occupational Classification (SOC) Manual	Provides a common coding structure for all occupations performed for pay or credit	Categorizes all occupations defined in the DOT; uses a four-level coding system; division, major group, minor group, and unit group	Focuses primarily on titles and descriptions of occupational groups; includes detailed alphabetical index of occupations	Assists counselors in locating additional occupations in which their client may have related skills
Standard Industrial Classification (SIC) Manual	Codes all types of business establishments in the economy according to type of product or service	Categorizes industries into divisions, major groups, and sub-groups; describes the nature of the industries	Provides titles and descriptions of industries; contains numerical and alphabetical indexes	Presents useful information when a counselor is seeking an understanding of the industrial makeup of an area
Classification of Instructional Programs (CIP)	Includes descriptions of instructional programs of the elementary, secondary, and particularly the postsecondary levels	Focuses on both the program purpose and the program category dimensions	Presents detailed coded classification and definitions of instructional programs	Aids the counselor who needs information about educational program subject matter content areas
Occupation Employment Statistics (OES) Program	Provides accurate staffing patterns and helps project future employment requirements by industry and occupation; uses two classification schemes: one for the survey component and one for the matrix component	Organizes all occupations into a four-level system: division, major group, minor group, and detail	Establishes seven occupational divisions and assigns and OES code to each division and group; an industry-occupation matrix shows data resulting from the OES program	Provides a system for both data users and data producers based on a comprehensive occupational structure; ties in with the 1980 SOC

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Census of Population	Lists industry and occupation titles reported in earlier household censuses and surveys, including those most often used in the economy	Classifies census respondents' industry and occupation both alphabetically and by category ; individual titles under each category define that respective category	Each index contains two parts, one for industries and the other for occupation; alphabetical list is cross-indexed, classifies index contains abbreviations and notations and a numerical or alphabetical code	Provides the counselor with occupational employment levels baed on household reports and is the most comprehensive source of demographic data on the U.S. population
Vocational Preparation and Occupations (VPO)	Points out the relationships in a number of dimensions of various classification systems	Contains background materials dealing with the classification systems, needed references, and crosswalk tables for seven vocational areas	Includes a general introduction, a discussion of its potential uses, and explanation of the classifications, supportive materials, and the crosswalk tables	Assists counselors who need to use information detailed under various classification systems
Occupational Outlook Handbook (OOH)	Provides detailed career and occupational information on approximately 200 occupations clustered into 19 broader groupings	Presents detailed descriptions of the nature of the particular occupation; working conditions; employment, training, other qualifications, and advancement; job outlook,,earnings; and related occupations	Includes three parts: a guide to the handbook and supportive information, the detailed descriptions, and two indexes	Answers many general questions that clients will likely ask
Occupational Outlook Quarterly	Provides updated timely information on current occupational developments between editions of the OOH; organizes and synthesizes information found elsewhere and reviews new techniques and counseling aids	Contains a wide range of articles and explores a number of very specific topics highly relevant to counselors	Includes articles on employment outlook, new occupations, training opportunities, and salary trends; also presents results of various Bureau of Labor Statistics studies	Keeps counselors and clients up to date with current, fast-breaking issues and rapidly changing data

Resources	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Occupational Projections and Training Data	Provides a statistical and research supplement to the OOH, including data on employment, demand and supply, and estimates of job openings	Presents information and data on training and employment patterns in 185 specific employment and supply profiles within 18 broad occupational areas	Contains background chapters on job outlook, expected tends through 1995, occupational change, plus detailed information for the selected occupations	Provides useful information on employment prospects and relates it to the needed training requirements
U.S. Industrial Outlook (Annual)	Presents an (annual) compact survey of U.S. business	Provides in depth industry reviews and forecasts, the current situation, short-term outlook, and long-term prospects for 250 industries	Includes introductory background sections on the economy and 68 chapters on the various industries	Assists counselors in becoming aware of the nature of various industries, their current growth levels, and their prospects
Military Career Guide (MCG)	Clusters common military specialty occupations for the five military services	Contains occupational, training, aptitude, and outlook information for 134 clusters of enlisted occupations	Consists of introduction to book; general and specific information about the enlistment process and the five military services; and four different indexes	Enables counselors and their students or clients to investigate the military services as a source of employment and technical training
Military Occupational and Training Data	Presents the most comprehensive information available on military occupations, including job description, physical demands, special requirements, helpful school subjects, work environment, job training, civilian counterparts, and outlook information	Provides DOT code numbers for related civilian occupations; data for military specialties include all military service titles and codes for each description; enlisted occupations are cross-referenced to the MCG	Covers 210 occupations - 76 officer and 134 enlisted - and is organized by SOC code number; narrative and coded data updated annually	Provides a good source for counselors, government agencies, and firms that produce career information resources; primarily designed for inclusion in civilian publications or computerized career information delivery systems

Indicator 14f: Describe the concept of career ladders.

Content	Instructional Strategies	Title of Resource
Describe the concept of career ladders	Lecture; discussion	*What Are "Career Ladders?"*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #52*

What Are "Career Ladders?"

Notes

All of us have heard stories about some famous person who "started out in the mailroom" and worked their way up to the top of a company. While this is not the only way to get to the top of a given profession, it is one form of advancement. In many career fields, it is still common for people to get their foot in the door and gradually move up as they learn the workings of the company business.

Moving up the ranks within one company in this way is often referred to as a "career ladder." Individuals start out by applying for an entry-level position in a firm. Examples of this sort of job might be a copy editor or proofreader for a publishing company or a sales clerk in a large store. As the individuals work, they learn about how the company runs from the ground level. Over time, their job performance may merit them a promotion to a position higher up in the company structure. As the individuals learn and gain experience, they can continue to be promoted within the company to higher and higher positions. The individual who starts out as a copy editor or proofreader may someday be a publisher, and the individual who starts out as a sales clerk may someday oversee the entire store.

But if you want to advance in a particular field through the use of career ladders, there are a few things to consider.

- **How far will a career ladder take me in this field?** Depending on what sort of occupational field interests you, there may be limits on how far you can advance solely through career ladders. You may have to seek additional training or education along the way to reach a higher level. For example, an individual who starts out at a publishing firm as a proofreader may find that a college degree is necessary to advance to the upper positions in the firm. Some companies

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1997.

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will pay for their employees to pursue additional training in order to improve their skills. If further training is not a possibility while you are still working for the company, however, your upward progress may stop at a particular point.

- Which companies use career ladders?
  Different companies will hire people in different ways. Some firms prefer to hire individuals from outside the company when a position opens up. Others make a practice of promoting from within the company and giving current employees the first chance at open positions. Before applying for an entry-level job, it's a good idea to find out what the opportunities for advancement are at that company. You can find out this sort of information by interviewing an employee of the firm or by speaking with someone in the personnel office about the company's policies.

- *Do women move up in this company?*
  Sorry to say sexism still exists within the business world. If you are a woman seeking to advance through the use of career ladders, you may want to consider the company's track record of promoting women employees. You can research the company to find out how many women hold upper level positions. Also, some companies may have written policies concerning equitable hiring and promotion practices. Depending on the company, it may or may not be prudent to ask someone in the personnel office about women moving up through the ranks, but interviewing a woman employee of the company may give you the inside story.

- *Am I willing to commit myself to this company?*
  If a company maintains a policy of promoting from within, it may also expect a higher commitment to the company than others would. Depending on how important advancement in your career field is to you, this may mean making certain accommodations and

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adaptations for the sake of your company. For example, how willing are you to relocate for a promotion? In some companies, promoting from within means that you may be asked to move to a different city to take a new position. You may also have to adapt your schedule if your company wants you to pursue additional training or education to improve your skills. Depending on your personal values and priorities, advancing in your career through career ladders may or may not be the right choice for you.

In the end, it's your decision to make. Career ladders can be a great way for you to learn and gain experience as you work your way up in a company. Someday *you* may be the one telling the story about "starting out in the mailroom" and working your way up to the boardroom!

Indicator 14g: Identify individuals in selected occupations as possible information sources, role models, or mentors.

Content	Instructional Strategies	Title of Resource
Define mentoring	Handout; discussion	*What Is a Mentor?*
Describe the process of informational interviewing	Handout; discussion	*Informational Interviewing (OH)*
Demonstrate informational interviewing skills	Handouts; discussion	*Interviewing for Information; Sample Informational Interview Card*
Conduct informational interviews	Activities and instructor resource	*Interview the Resource Person; Questions for Women Employed in Nontraditional/Technical Fields; Suggested Questions for Informational Interviewing; Sample Record Keeping Form*
	Additional resources	**CEW Print Materials** •Women in Higher Wage Occupations, *pp. 32-34* **WCIS Print Materials** •Developmental Guidance Classroom Activities, *Activities #8, 32, 43, 56 and 59* **Other Print Materials** •Building Blocks, *pp. 67-68* •Challenges, Changes *or* Choices, *pp. 183-184 and 206-207*

14g • Handout

What Is a Mentor?

MENTOR n.

A wise and trusted counselor or teacher, tutor, coach; a wise adviser

What Does a Mentor Do?

A mentor is a mature, experienced person who helps you take steps towards being all that you can be.

A mentor will share knowledge and exchange ideas with you. By visiting her several times, you will learn ways to act, talk, and dress that are appropriate for the workplace.

By sharing her experiences and success with you, a mentor will serve as a role model as you prepare to enter or advance in the world of work.

How Can a Mentor Help You?

A mentor can show how your interests, your beliefs, the abilities you have, and those you wish to learn work together to help you make career decisions.

A mentor is an experienced friend to whom you can turn with questions and problems related to school and work.

Reprinted with permission from Northwest Regional Educational Laboratory, "Student Career Journal," *Hand in Hand: Mentoring Young Women*, Book 3 (Newton, MA: WEEA Publishing Center/Education Development Center, 1988).

Informational Interviewing

Informational interviewing is the process of gathering career information from people working in areas that are interest to you. These interviews allow you to extend your occupational research beyond reviewing printed materials, into the work place where workers can provide additional information, insights, and new information not available elsewhere. People contact is important to your career development, and informational interviewing is one way you can make use of this valuable resource.

In addition to being an excellent source, interviews provide an opportunity to get out into the business world and make first-hand observations of workers and the work place. Through informational interviews, you will become familiar with interviewing techniques, and meet people who may be worth contacting when you start looking for a job.

Keep in mind these main purposes of informational interviewing as you prepare for your interview:

Gather data on career ideas that interest you.
Determine if your career choices are realistic.
Develop a network of contacts.
Practice your interviewing in a nonthreatening situation.

Preparation is the key to conducting a successful informational interview. Taking time to understand your purpose, organize your questions, and prepare yourself to conduct the interview will all help to insure its success.

Steps for Informational Interviewing: The following steps and resources will get you started with the task of preparing for your informational interviews.

1. Identify fields of interest to you and learn as much as you can about each field before you plan your interview. Resources to use:

   Occupational Outlook Handbook
   WCIS Occupational Information for Wisconsin
   WCIS computer assisted information
   Other Media Center printed materials

2. Identify a person currently working in the field. Resources could be friends, instructors, counselors, local professional associations (check yellow pages of phone book), personnel departments of companies, Corporate Fact Book (available in libraries).

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3. Make contact with the person. Explain your purpose, making it clear you are only asking for information at this time, not a job. Set up an appointment for an interview time, allowing about one-half hour. Arrange to meet in the person's work environment whenever possible.

4. Prepare questions. Before you go to an interview, develop a list of questions that will give you the information you need to make a realistic career decision.

5. The interview. Even though you are not interviewing for a job, it's important that you make a positive impression by presenting a professional image. Arrive on time, dress appropriately for the environment, and be prepared to take notes of the interview. Be sure the person you are interviewing is agreeable to your notetaking, and be careful not to let your notetaking interfere with communication.

6. Following the interview. Immediately organize your notes and list additional thoughts or questions. Do this before you have a chance to forget important information. Also, make a note of your reaction to the interview to help you separate factual information from individual biases expressed by the interviewee.

7. Shortly after the interview, send a thank-you note. Do this both out of courtesy, and keeping in mind that the person may be a possible job lead in the future.

Properly used, the informational interview is not only one of the most valuable of occupational information resources, but one of the most enjoyable.

Purposes of Informational Interviewing

- Gather data on career ideas that interest you.
- Determine if your career choices are realistic.
- Develop a network of contacts.
- Practice your interviewing in a nonthreatening situation.

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Steps for Informational Interviewing

1. Identify fields of interest.
2. Identify a person currently working in the field.
3. Make contact with the person.
4. Prepare questions.
5. Interview.
6. Follow-up the interview.
7. Send a thank-you note.

Reprinted from *Project Discover: Handbook and Curriculum Guide,* 1987, by permission of Anoka Technical Institute, Anoka, Minnesota.

Interviewing for Information

Be Enthusiastic **Be Responsive**

Very valuable information can be gained from talking with people employed in occupations which interest you. Start by making a list of the contacts of your family members, friends or acquaintances who may have been helpful to you. Talk with people who do the work or hire people to do the work you are considering.

Keep a card file with names and information (see Handout: "Sample Information Interview Card). From each person, seek the names and phone numbers of three additional people.

Suggested Questions:

- What do you like in your position?
- What do you like about it?
- What do you dislike about it?
- How did you get this position?
- What are the advancement opportunities?
- What is the starting salary?
- What do you know about current opportunities in this locality?
- Who else should I talk to?

For additional information on this subject, refer to The Complete Job Search Handbook by Howard Figler, What Color Is Your Parachute by Richard Bolles and Go Hire Yourself An Employer by Richard Irish.

Reprinted by permission of Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Sample Information Interview Card

Name Title
Company
Address

Phone
Who referred me:
Who I was referred to:

What I learned:

After your initial contact:

1. Send a brief, courteous thank-you note expressing your appreciation for time and information.

2. Continue your Information Interviews to build your base of information.

3. Recontact individuals interviewed if you would like to be informed and considered if an opening occurs. Ask, "Who should I contact?"

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Interview the Resource Person

The resource person is someone who performs the job you are exploring. Question the resource person about the company, the job site and the job. Fill in the answers as you go along.

Describe the company

What does the company do? (may be more than one category)

		Explain
______	provides a service	______________________
______	manufactures a product	______________________
______	sells a product	______________________
______	other	______________________

How many people work here? ______________________

What are some of the other nontraditional jobs in the company? __________

____

Describe the job

Job Title ______________________________________

What do you do during a normal workday? ________________

____

How did you get started in this job? ____________________

____

How many women/men hold this kind of job? ______________

How long have you been with this company? ______________

What kinds of special training/schooling/experience did you have to prepare for this job? ______________________________

____

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor Office of the Secretary, Women's Bureau.

How difficult is it for women/men to get this kind of job? ____________

____

What days do you work? ____________________

What hours do you work? ____________________

What is the salary range for the job? ____________________

What kind of benefits do you get in addition to salary? ____________

____

What kinds of clothes can you wear to work? ____________

____

What kinds of tools, machinery and equipment do you use on this job? ______

____

What do you like about this job? ____________________

____

What do you dislike about this job? ____________________

____

What kinds of problems might women/men encounter on this job? ________

____

Whom do you talk to when you have a problem on the job? ____________

____

Where could your experience at this job lead you? What are the opportunities for advancement? ____________________

____

What are the opportunities for moving to other jobs in the company? ______

____

What are the opportunities for women in this kind of business? __________

____

Questions for Women Employed in Nontraditional/Technical Fields

Name of Employee ____________ Company ____________

Position ____________ Contact Phone Number ____________

1. Describe your job. (Students would appreciate a copy of your job description if you are allowed to share it.)
2. What kind of education was required for your entry-level position?
3. What kinds of hours do you work in your position?
4. What is the salary range for your position?
5. In what environment do you perform your work?
6. What kind of advancement is available in your company for people in your occupation?
7. What is the long-range (next ten years) outlook for people in your occupation?
8. What further education might you need to advance in your career area?
9. Is your position a union or nonunion job? Are you required to join a union or is it optional?
10. Why do you enjoy your job?

Please feel free to provide any additional information about your position or company that you think would be useful to the participants.

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Suggested Questions for Informational Interviewing

1. What is the title of your position?
2. What field did you expect to enter originally?
3. How did you get into this line of work?
4. What's a typical day like for you? What are your main duties and responsibilities?
5. What is your background and training? How much of it relates to your present position?
6. What educational program is recommended for preparation? Is a two-year degree recognized in the field?
7. What special characteristics and skills does a person need to be effective in this job?
8. What kinds of work experience would employers look for in an applicant? Do you have any suggestions of how a student could gain this work experience?
9. What steps besides meeting education requirements are necessary to "break into" this occupation?
10. What are the advancement possibilities related to this job? To what position can you advance? What are the requirements for advancement?
11. What do you like most about your job? Least?
12. What are the personal rewards of the job?
13. What is the employment outlook in this field? How much job security exists in the field?
14. What is the salary range for your type of job?
15. What kinds of pressures and problems do you face in this job?

Reprinted by permission of Lakewood Community College, Career Clinic, White Bear Lake, Minnesota.

16. How much freedom do you have in determining your work schedule and daily activities?

17. How competitive is the field? Is it overcrowded or becoming so? How good will I have to be to become employed? To advance?

18. Have you ever considered a career change? In what other kinds of jobs could you apply your skills?

19. Could you recommend other people for me to interview? Is there a professional organization I could contact for further information?

20. Is there anything else you would like to add that would be helpful to me in finding out more about this occupation?

Sample Record Keeping Form

ROLE MODEL

Name ____________________ Occupation ________________

Home Phone ________ Work Phone ________ Social Security No. ________

Home Address ________________ City ________ Zip ______

Employer ____________________________________

Address ____________________ City ________ Zip ______

Relevant Past Employment:

Position	Employer	Dates

Can she be contacted at work? Yes ___ No ___

Can she be visited by participants at work? Yes ___ No ___

Person to be contacted ________________________

Title ________________ Phone ________________

Key Feature as a Role Model (e.g. education, training, family responsibilities, career path, how she arrived at her present position, attitude toward job)

Record of Role Model Service

Date	Class or Student	Notes

Reprinted from *The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations*, with permission of The Scarecrow Press.

Indicator 14h: Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.

Content	Instructional Strategies	Title of Resource
Describe available placement services	Lecture; discussion	*Presentation by panel made up of guidance counselors, transition specialists, vocational/ technical school advisors, military recruiters and others*
	Additional resources	**WCIS Print Materials** • *Wisconsin Works*

Indicator 14i: Demonstrate an understanding that job opportunities often require relocation.

Content	Instructional Strategies	Title of Resource
Describe factors involved in relocation	Activity	*Relocating for Your Career*

Relocating for Your Career

Objective: Students will identify conditions which would require relocation.

Materials: ✓Chalkboard or flipchart

Activity:

1. Ask students to list careers that interest them. (You may want to have them use the same careers they identified for the "Career Research: Training" activity in 14d) Write all the occupations on the board or flipchart.

2. Ask students to consider the following questions and record their responses on the board or flipchart.
   a. Are any of these jobs specific to one region of the country? to either urban or rural environments? to a particular climate? Are any of them seasonal?
   b. In which of these occupations are workers in high demand? low demand? Does the demand for these occupations differ from one region to the next?
   c. How do these factors impact relocation?

3. Ask students to determine, based on their responses to these questions, which occupations are most likely to involve relocation and which are least likely.

Evaluation: Students will identify careers which interest them and will discuss whether or not relocation would be a factor in these careers.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 14j: Describe school and community resources to explore educational and occupational choices.

Content	Instructional Strategies	Title of Resource
Identify career information resources	Activity	*School and Community Resources*
Identify community occupational resources	Activity	*Mapping Out Community Resources*
	Additional resources	**WCIS Print Materials** •*Education Handbook* •*Exploring New Worlds*, *pp. 60-61*

School and Community Resources

Objective: Students will use school and community resources to obtain career information.

Materials: ✓Career information resources

Activity:

1. Familiarize students with the career resources that are available in the school and the local community. Include the following areas:
   a. counseling office
   b. school library
   c. various classrooms in the school
   d. WCIS
   e. city library
   f. local businesses
   g. Chamber of Commerce
   h. community agencies
   i. people in the community

2. Plan a Career Day when parents and other working adults visit the class and discuss with the students what they do at their jobs.

Evaluation: Students will have identified where they can go for career information with a general idea of the kinds of information that is available.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Mapping Out Community Resources

Objective: Students will identify employer resources in their community.

Materials:
- ✓Local telephone directory
- ✓Chamber of Commerce list of businesses
- ✓Community map
- ✓Paper
- ✓Pencil

Activity:

1. Divide the class into teams of two or three. Have each team identify a local business or businesses which they would like to learn more about.

2. Have each team draw a map of the location of their business and the businesses located in the immediate area.

3. Have each team list all the potential jobs which they think might be found in the businesses they've identified.

4. Assign an interviewer to ask worker the questions the students have developed.

5. Have students form groups and discuss how they think they might react to work as opposed to school.

Evaluation: Each team will have drawn a map of the immediate area of their selected business and listed potential jobs within their selected business area.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Competency 15

Understand continuous changes of male/female roles and how this relates to career choice.

Competency 15
Overview

Many people believe that the battle for "women's liberation" has ended and that equality between the sexes has been achieved. However, sexism and sex role stereotyping still affect almost every aspect of the lives of both women and men. Many things haven't changed a bit—women as a group still earn only about two thirds of what men do. In terms of career options, career fields that are dominated by women pay substantially lower wages than comparable male-dominated fields.

In addition, women are more likely to be single parents today than ever before. With a lack of quality affordable child care and low wages, many women find themselves scraping by economically. In the past few years, a new phrase has even been coined to describe this phenomenon—the "feminization of poverty."

In order to make smart choices about career planning, both women and men must understand how sexism and traditional sex roles shape the options open to us. Competency 15 helps participants understand gender roles and the impact they have on occupational choices. Participants completing Competency 15: Understand continuous changes of male/female roles and how this relates to career choice will be able to:

a. Identify factors that have influenced the changing career patterns of women and men.
b. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
c. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
d. Identify courses appropriate to tentative occupational choices.
e. Describe the advantages and problems of nontraditional occupations.

Indicator 15a introduces participants to basic concepts of role stereotypes and gender socialization. Participants also complete a survey that will get them thinking about their own ideas about women and work. In the following indicator, participants assess their own knowledge of gender bias and learn about the realities of sexism in the workplace. Indicator 15c specifically addresses sexual harassment—what it is and how to deal with it. The next section focuses on math as a woman's key to pursuing higher wage occupations. Finally, Indicator 15e deals with higher wage nontraditional occupations. Participants learn about the advantages and disadvantages of nontraditional occupations and hear the success stories of women who have succeeded in these occupations. The final portion of this indicator includes a variety of job descriptions of higher wage nontraditional career options.

Indicator 15a: Identify factors that have influenced the changing career patterns of women and men.

Content	Instructional Strategies	Title of Resource
Describe the process of gender socialization	Handout; discussion	*Guns and Dolls*
Describe changing gender roles	Lecture; discussion	*The Changing Roles of Men and Women*
Assess personal attitudes about obstacles women encounter in the workforce	Activity	*Survey of Women's Attitudes About Careers*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, p. 21* •*Women in Higher Wage Occupations, p. 12* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #7* **Other Print Materials** •*Challenges, Changes or Choices, pp. 19-20*

Guns and Dolls

by Laura Shapiro

Meet Rebecca. She's 3 years old, and both her parents have full-time jobs. Every evening Rebecca's father makes dinner for the family—Rebecca's mother rarely cooks. But when it's dinner time in Rebecca's dollhouse, she invariably chooses the Mommy doll and puts her to work in the kitchen.

Now meet George. He's 4, and his parents are still loyal to the values of the '60's. He was never taught the word "gun," much less given a war toy of any sort. On his own, however, he picked up the word "shoot." Thereafter he would grab a stick from the park, brandish it about and call it his "shooter."

Are boys and girls born different? Does every infant really come into the world programmed for caretaking or war making? Or does culture get to work on our children earlier and more inexorably than even parents are aware? Today these questions have new urgency for a generation that once made sexual equality its cause and now finds itself shopping for Barbie clothes and G.I. Joe paraphernalia. Parents may wonder if gender roles are immutable after all, give or take a Supreme Court justice. But burgeoning research indicates otherwise. No matter how stubborn the stereotype, individuals can challenge it; and they will if they're encouraged to try. Fathers and mothers should be relieved to hear that they do make a difference.

> *Newborns: Girls' cribs have pink tags and boys' cribs have blue tags; mothers and fathers should be on the alert, for the gender-role juggernaut has begun.*

Biologists, psychologists, anthropologists and sociologists have been seeking the origin of gender differences for more than a century, debating the possibilities with increasing rancor ever since researchers were forced to question their favorite theory back in 1902. At that time many scientists believed that intelligence was a function of brain size and that males uniformly had larger brains than women—a fact that would nicely explain men's pre-eminence in art, science and letters. This treasured hypothesis began to disintegrate when a woman graduate student compared the cranial capacities of a group of male scientists with those of female college students; several women came out ahead of the men, and one of the smallest skulls belonged to a famous male anthropologist.

Gender research has become a lot more sophisticated in the ensuing decades, and a lot more controversial. The touchiest question concerns sex hormones,

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especially testosterone, which circulates in both sexes but is more abundant in males and is a likely, though unproven, source of aggression. To postulate a biological determinant for behavior in an ostensibly egalitarian society like ours requires a thick skin. "For a while I didn't dare talk about hormones, because women would get up and leave the room," says Beatrice Whiting, professor emeritus of education and anthropology at Harvard. "Now they seem to have more self-confidence. But they're skeptical. The data's not in yet."

Some feminist social scientists are staying away from gender research entirely—"They're saying the results will be used against women," says Jean Berko Gleason, a professor of psychology at Boston University who works on gender differences in the acquisition of language. Others see no reason to shy away from the subject. "Let's say it were proven that there were biological foundations for the division of labor," says Cynthia Fuchs Epstein, professor of sociology at the City University of New York, who doesn't, in fact, believe in such a likelihood. "It doesn't mean we couldn't do anything about it. People can make from scientific findings whatever they want." But a glance at the way society treats those gender differences already on record is not very encouraging. Boys learn to read more slowly than girls, for instance, and suffer more reading disabilities such as dyslexia, while girls fall behind in math when they get to high school. "Society can amplify differences like these or cover them up," says Gleason. "We rush in reading teachers and do remedial reading, and their classes are almost all boys. We don't talk about it, we just scurry around getting them to catch up to the girls. But where are the remedial math teachers? Girls are supposed to be less good at math, so that difference is incorporated into the way we live."

No matter where they stand on the question of biology versus culture, social scientists agree that the sexes are much more alike than they are different, and that variations within each sex are far greater than variations between the sexes. Even differences long taken for granted have begun to disappear. Janet Shibley Hyde, a professor of psychology at the University of Wisconsin, analyzed hundreds of studies on verbal and math ability and found boys and girls alike in verbal ability. In math, boys have a moderate edge; but only among highly precocious math students is the disparity large. Most important, Hyde found that verbal and math studies dating from the '60s and '70s showed greater differences than more recent research. "Parents may be making more efforts to tone down the stereotypes," she says. There's also what academics call "the file-drawer effect." "If you do a study that shows no differences, you assume it won't be published," says Claire Etaugh, professor of psychology at Bradley University in Peoria, Ill. "And until recently, you'd be right. So you just file it away."

> *2-3 years: Girls are encouraged to think about how their actions affect others; boys often misbehave, get punished and then misbehave again.*

The most famous gender differences in academics show up in the annual SAT results, which do continue to favor boys. Traditionally they have excelled on the math portion, and since 1972 they have slightly outperformed girls on the verbal side as well. Possible explanations range from bias to biology, but the socioeconomic profile of those thinking the test may also play a role. "The SAT gets a lot of publicity every year, but nobody points out that there are more women taking it than men, and the women come from less advantaged backgrounds," says Hyde. "The men are a more highly selected sample: they're better off in terms of parental income, father's education and attendance at private school."

Another longstanding assumption does hold true: boys tend to be somewhat more active, according to a recent study, and the differences may even start prenatally. But the most vivid distinctions between the sexes don't surface until well into the preschool years. "If I showed you a hundred kids aged 2, and you couldn't tell the sex by the haircuts, you couldn't tell if they were boys or girls," says Harvard professor of psychology Jerome Kagan. Staff members at the Children's Museum in Boston say that the boys and girls racing through the exhibits are similarly active, similarly rambunctious and similarly interested in model cars and model kitchens, until they reach first grade or so. And at New York's Bank Street preschool, most of the 3-year-olds clustered around the cooking table to make banana bread one recent morning were boys. (It was a girl who gathered up three briefcases from the costume box and announced, "Let's go to work.")

> *4-5 Years: No matter what their parents do, girls and boys will enthusiastically embrace the male/female stereotypes they find all around them.*

By the age of 4 or 5, however, children start to embrace gender stereotypes with a determination that makes liberal-minded parents groan in despair. No matter how careful they may have been to correct the disparities in "Pat the Bunny" ("Paul isn't the only one who can play peekaboo, Judy can play peekaboo"), their children will delight in the traditional male/female distinctions preserved everywhere else: on television, in books, at day care and preschool, in the park and with friends. "One of the things that is very helpful to children is to learn what their identity is," says Kyle Pruett, a psychiatrist at the Yale Child Study Center. "There are rules about being feminine and there are rules about being masculine. You can argue until the cows come home about whether those are good or bad societal influences, but when you look at the children, they love to know the differences. It solidifies who they are."

So girls play dolls, boys play Ghostbusters. Girls take turns at hopscotch, boys compete at football. Girls help Mommy, boys aim their water pistols at guests and shout, "You're dead!" For boys, notes Pruett, guns are an inevitable part of this developmental process, at least in a television-driven culture like our own. "It can be a cardboard paper towelholder, it doesn't have to be a miniature Uzi, but it serves as the focus for fantasies about the way he is going to make himself powerful in the world," he says. "Little girls have their aggressive side, too, but by the time they're socialized it takes a different form. The kinds of things boys work out with guns, girls work out in terms of relationships—with put-downs and social cruelty." As if to underscore his point, a 4-year-old at a recent Manhattan party turned to her young hostess as a small stranger toddled up to them. "Tell her we don't want to play with her," she commanded. "Tell her we don't like her."

Once the girls know they're female and the boys know they're male, the powerful stereotypes that guided them don't just disappear. Whether they're bred into our chromosomes or ingested with our cornflakes, images of the aggressive male and the nurturant female are with us for the rest of our lives. "When we see a man with a child, we say, "'They're playing,'" says Epstein. "We never say, "'He's nurturant.'"

The case for biologically based gender differences is building up slowly, amid a great deal of academic dispute. The theory is that male and female brains, as well as bodies, develop differently according to the amount of testosterone circulating around the time of birth. Much of the evidence rests on animal studies showing, for instance, that brain cells from newborn mice change their shape when treated with testosterone. The male sex hormone may also account for the different reactions of male and female rhesus monkeys, raised in isolation, when an infant monkey is placed in the cage. The males are more likely to strike at the infant, the females to nurture it. Scientists disagree—vehemently—on whether animal behavior has human parallels. The most convincing human evidence comes from anthropology, where cross-cultural studies consistently find that while societies differ in their predilection toward violence, the males in any given society will act more aggressively than the females. "But it's very important to emphasize that by aggression we mean only physical violence," says Melvin Konner a physician and anthropologist at Emory University in Atlanta. "With competitive, verbal or any other form of aggression, the evidence for gender differences doesn't hold." Empirical findings (i.e., look around you) indicate that women in positions of corporate, academic or political power can learn to wield it as aggressively as any man.

> *6-7 Years: All children have to deal with aggression; girls wield relationships as weapons, while boys prefer to brandish water pistols.*

Apart from the fact that women everywhere give birth and care for children, there is surprisingly little evidence to support the notion that their biology makes women kinder, gentler people or even equips them specifically for motherhood. Philosophers—and mothers, too—have taken for granted the existence of a maternal "instinct" that research in female hormones has not conclusively proven. At most there may be a temporary hormonal response associated with childbirth that prompts females to nurture their young, but that doesn't explain women's near monopoly on changing diapers. Nor is it likely that a similar hormonal surge is responsible for women's tendency to organize the family's social life or take up the traditionally underpaid "helping" professions—nursing, teaching, social work.

Studies have shown that female newborns cry more readily than males in response to the cry of another infant, and that small girls try more often than boys to comfort or help their mothers when they appear distressed. But in general the results of most research into such traits as empathy and altruism do not consistently favor one sex or the other. There is one major exception: females of all ages seem better able to "read" people, to discern their emotions, without the help of verbal cues. (Typically researchers will display a picture of someone expressing a strong reaction and ask test-takers to identify the emotion.) Perhaps this skill—which in evolutionary terms would have helped females survive and protect their young—is the sole biological foundation for our unshakable faith in female selflessness.

Those who explore the unconscious have had more success than other researchers in trying to account for male aggression and female nurturance, perhaps because their theories cannot be tested in a laboratory but are deemed "true" if they suit our intuitions. According to Nancy J. Chodorow, professor of sociology at Berkeley and the author of the influential book "The Reproduction of Mothering," the fact that both boys and girls are primarily raised by women has crucial effects on gender roles. Girls, who start out as infants identifying with their mothers and continue to do so, grow up defining themselves in relation to other people. Maintaining human connections remains vital to them. Boys eventually turn to their fathers for self-definition, but in order to do so must repress those powerful infant ties to mother and womanhood. Human connections thus become more problematic for them than for women. Chodorow's book, published in 1978, received national attention despite a dense, academic prose style; clearly, her perspective range true to many.

Harvard's Kagan, who has been studying young children for 35 years, sees a different constellation of influences at work. He speculates that women's propensity for caretaking can be traced back to an early awareness of their role in nature. "Every girl knows, somewhere between the ages of 5 and 10, that she is different from boys and that she will have a child—something that everyone, including children, understands as quintessentially natural," he says. "If, in our society, nature stands for the giving of life, nurturance, help, affection, then the girl will conclude unconsciously that those are the qualities she should strive to attain. And the boy won't. And that's exactly what happens."

Kagan calls such gender differences "inevitable but not genetic," and he emphasizes—as does Chodorow—that they need have no implications for women's status, legally or occupationally. In the real world, of course, they have enormous implications. Even feminists who see gender differences as cultural artifacts agree that, if not inevitable, they're hard to shake. "The most emancipated families, who really feel they want to engage in gender-free behavior toward their kids, will still encourage boys to be boys and girls to be girls," says Epstein of CUNY. "Cultural constrains are acting on you all the time. If I go to buy a toy for a friend's little girl, I think to myself, why don't I buy her a truck? Well, I'm afraid the parents wouldn't like it. A makeup set would really go against my ideology, but maybe I'll buy some blocks. It's very hard. You have to be on the alert every second.

In fact, emancipated parents have to be on the alert from the moment their child is born. Beginning with the pink and blue name tags for newborns in the hospital nursery—I'm a Girl/I'm a Boy—the gender-role juggernaut is overwhelming. Carol Z. Malatesta, associate professor of psychology at Long Island University in New York, notes that baby girls' eyebrows are higher above their eyes and that girls raise their eyebrows more than boys do, giving the girls "a more appealing, socially responsive look." Malatesta and her colleagues, who videotaped and coded the facial expressions on mothers and infants as they played, found that mothers displayed a wider range of emotional responses to girls than to boys. When the baby girls displayed anger, however, they met what seemed to be greater disapproval from their mothers than the boys did. These patterns, Malatesta suggests, may be among the reasons why baby girls grow up to smile more, to seem more sociable than males, and to possess the skill noted earlier in "reading" emotions.

The way parents discipline their toddlers also has an effect on social behavior later on. Judith G. Smetana, associate professor of education, psychology and pediatrics at the University of Rochester, found that mothers were more likely to deal differently with similar kinds of misbehavior depending on the sex of the child. If a little girl bit her friend and snatched a toy, for instance, the mother would explain why biting and snatching were unacceptable. If a boy did the same thing, his mother would be more likely to stop him, punish him an leave it at that. Misbehavior such as hitting in both sexes peaks around the age of 2 after that, little boys go on to misbehave more than girls.

Psychologists have known for years that boys are punished more than girls. Some have conjectured that boys simply drive their parents to distraction more quickly; but as Carolyn Zahn-Waxler, a psychologist at the National

Institute of Mental Health, points out, the difference in parental treatment starts even before the difference in behavior shows up. "Girls receive very different messages than boys," she says. "Girls are encouraged to care about the problems of others, beginning very early. By elementary school, they're showing more caregiver behavior, and they have a wider social network.

Children also pick up gender cues in the process of learning to talk. "We compared fathers and mothers reading books to children," says Boston University's Gleason. "Both parents used more inner-state words, words about feelings and emotions, to girls than to boys. And by the age of 2, girls are using more emotion words than boys." According to Gleason, fathers tend to use more directives ("Bring that over here") and more threatening language with their sons than with their daughters, while mothers' directives take more polite forms ("Could you bring that to me, please?"). The 4-year-old boys and girls in one study were duly imitating their fathers and mothers in that very conversational pattern. Studies of slightly older children found that boys talking among themselves use more threatening, commanding, dominating language than girls, while girls emphasize agreement and mutuality. Polite or not, however, girls get interrupted by their parents more often than boys, according to language studies—and women get interrupted more often than men.

> *9-10 Years: When girls talk among themselves, they tend to emphasize mutuality and agreement while boys often try to command and dominate.*

Despite the ever-increasing complexity and detail of research on gender differences, the not-so-secret agenda governing the discussion hasn't changed in a century: how to understand women. Whether the question is brain size, activity levels or modes of punishing children, the traditional implication is that the standard of life is male, while the entity that needs explaining is female. (Or as an editor put it, suggesting possible titles for this article: "Why Girls Are Different.") Perhaps the time has finally come for a new agenda. Women, after all, are not a big problem. Our society does not suffer from burdensome amounts of empathy and altruism, or a plague of nurturance. The problem is men—or more accurately, maleness.

"There's one set of sex differences that's ineluctable, and that's the death statistics," says Gleason. "Men are killing themselves doing all the things that our society wants them to do. At every age they're dying in accidents, they're being shot, they drive cars badly, they ride the tops of elevators, they're two-fisted hard drinkers. And violence against women is incredibly pervasive. Maybe it's men's raging hormones, but I think it's because they're trying to be a man. If I were the mother of a boy, I would be very concerned about societal pressures that idolize behaviors like that."

Studies of other cultures show that male behavior, while characteristically aggressive, need not be characteristically deadly. Harvard's Whiting, who has been analyzing children cross-culturally for half a century, found that in societies where boys as well as girls take care of younger siblings, boys as well as girls show nurturant, sociable behavior. "I'm convinced that infants elicit positive behavior from people," says Whiting. "If you have to take care of somebody who can't talk, you have to learn empathy. Of course there can be all kinds of experiences that make you extinguish that eliciting power, so that you no longer respond positively. But on the basis of our data, boys make very good baby tenders."

In our own society, evidence is emerging that fathers who actively participate in raising their children will be steering both sons and daughters toward healthier gender roles. For the last eight years Yale's Pruett has been conducting a groundbreaking longitudinal study of 16 families, representing a range of socioeconomic circumstances, in which the fathers take primary responsibility for child care while the mothers work full time. The children are now between 8 and 10 years old, and Pruett has watched subtle but important differences develop between them and their peers. "It's not that they have conflicts about their gender identity—the boys are masculine and the girls are feminine, they're all interested in the same things their friends are," he says. "But when they were 4 or 5, for instance, the stage at preschool when the boys leave the doll corner and the girls leave the block corner, these children didn't give up one or the other. The boys spent time playing with the girls in the doll corner, and the girls were building things with blocks, taking pride in their accomplishments."

Traditionally, Pruett notes, fathers have enforced sex stereotypes more strongly than mothers, engaging the boys in active play and complimenting the girls on their pretty dresses. "Not these fathers," says Pruett. "That went by the boards. They weren't interested in bringing home little footballs for their sons or little tutus for the girls. They dealt with the kids according to the individual. I even saw a couple of the mothers begin to take over those issues—one of them brought home a Dallas Cowboys sleeper for her 18-month-old. Her husband said, 'Honey, I thought we weren't going to do this, remember?' She said,'Do what?' So that may be more a function of being in the second tier of parenting rather than the first."

As a result of this loosening up of stereotypes, the children are more relaxed about gender roles. "I saw the boys really enjoy their nurturing skills," says Pruett. "they knew what to do with a baby, they didn't see that as a girl's job, they saw it as a human job. I saw the girls have very active images of the outside world and what their mothers were doing in the workplace—things that become interesting to most girls when they're 8 or 10, but these girls were interested when they were 4 or 5."

Pruett doesn't argue that fathers are better at mothering than mothers, simply that two involved parents are better than "one and a lump." And it's hardly necessary for fathers to quit their jobs in order to become more involved. A 1965-66 study showed that working mothers spent 50 minutes a day engaged primarily with their children, while the fathers spent 12 minutes. Later studies have found fathers in two-career households spending only about a third as much time with their children as mothers. What's more, Pruett predicts that fathers would benefit as much as children from the increased responsibility. "The more involved father tends to feel differently about his own life," he says. "A lot of men, if they're on the fast track, know a lot about competitive relationships, but they don't know much about intimate relationships. Children are experts in intimacy. After a while the wives in my study would say, 'He's just a nicer guy.'"

Pruett's study is too small in scope to support major claims for personality development; he emphasizes that his findings are chiefly theoretical until more research can be undertaken. But right now he's watching a motif that fascinates him. "Every single one of these kids is growing something," he says. "They don't just plant a watermelon seed and let it die. They're really propagating things, they're doing salad-bowl starts in the backyard, they're breeding guinea pigs. That says worlds about what they think matters. Generativity is valued a great deal, when both your mother and your father say it's OK." Scientists may never agree on what divides the sexes; but someday, perhaps, our children will learn to relish what unites them.

The Changing Roles of Men and Women:

Notes

Society is changing so rapidly that some of our most sacred of traditions are less and less helpful as we face today's challenges and look forward to tomorrow's opportunities.

The rigid roles we have expected of men and women, for example, are becoming less compatible with the economic and social realities of the 1980's and 1990's. They limit people's ability to reach their full potential, and the nation's ability to tap the best talent available. The basis for sex role expectations in the work place is crumbling under the impact of new technologies and job requirements.

Roles within the family are also changing. For example, women accounted for 60% of the increase in the civilian labor force in the last decade. Today only 4% of all American families consist of a husband-breadwinner, wife-homemaker and two children. In 1985, nearly half of all mothers with preschool children were in the labor force. In 1985, the number of husband-wife families with males as the breadwinner decreased, and the number with female breadwinners increased. Since 1981, wives earned more than their husbands in 16% of dual earner couples. Fifty-five percent of these secondary earner husbands worked part time by choice. By 1990's, 86% of parents with children of any age will both be in the work force.

Perhaps one of the most startling projections is this: a married woman can expect to spend 34 years in the labor force; if not married, she can expect to spend 41 years. She can expect to spend 2/3 of her adult life without children in the home and 1/4 to 2/3 of her adult life without a husband.

The only tradition which seems to persist is the discrepancy in pay between males and females in

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nearly every occupational area, even when experience and educational preparation are held constant. This tradition contributes to the growing significance of the problem of poor women, i.e., the "feminization of poverty." Women who are single heads of households are more likely to be poor. They headed approximately 50% of all families below the poverty threshold. Approximately 75% of all families headed by women of color are living in poverty.

In summary, sex role stereotyping and gender bias lead to gross underutilization of talented men and women in occupational training programs, in the paid labor force and in the family. Gender equity, on the other hand, supports growth and opportunity for all people.

Survey of Women's Attitudes About Careers

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. You may choose to tabulate the responses of everyone in the class or use the survey as a springboard for discussion about problems women encounter in the work world.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

Directions for Marking Your Responses:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

1 SA **Strongly Agree**—if the statement describes an obstacle that would have considerable impact on women's career development.

2 A **Agree**—if the statement describes an obstacle that would have moderate impact on women's careers development.

3 U **Undecided**—if you are not sure whether or not the statement describes an obstacle that would have an impact on career development.

4 D **Disagree**—if the statement does not describe an obstacle that would have considerable impact on career development.

5 SD **Strongly Disagree**—if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.

SA	A	U	D	SD
1	2	3	4	5

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		SA	A	U	D	SD
A.	**A woman may decide *not* to enter careers that are usually held by men because:**					
1.	She wasn't told she could	1	2	3	4	5
2.	She doesn't want any hassle on the job	1	2	3	4	5
3.	She doesn't want to compete	1	2	3	4	5
4.	She doesn't see herself as a professional	1	2	3	4	5
5.	She doesn't feel that she is as competent as men in the field	1	2	3	4	5
6.	She would offend men by being successful	1	2	3	4	5
7.	She feels that women have to be better (work harder, et cetera) than men to be successful in the same job	1	2	3	4	5
B.	**Information about careers usually held by men:**					
1.	May never be sought by women	1	2	3	4	5
2.	May never be reviewed seriously by a woman	1	2	3	4	5
3.	May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
4.	May not be available in the form of a female role model	1	2	3	4	5
C.	**If a woman seeks information about nontraditional occupations (those usually held by men) she may find that:**					
1.	She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2.	She has difficulty getting people to talk to her about these occupations	1	2	3	4	5

		SA	A	U	D	SD
3.	She has difficulty getting information about openings in these occupations	1	2	3	4	5
4.	She may have difficulty overcoming the pressure to look at the information about jobs that are traditionally female	1	2	3	4	5
5.	She may have difficulty knowing where to start looking for information needed	1	2	3	4	5
D.	**A woman who attempts to get training in a male-dominated field is likely to feel that persons offering the training programs:**					
1.	Are not interested in her	1	2	3	4	5
2.	Think that she would not be able to do the work	1	2	3	4	5
3.	Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4.	Have the perception that women won't stay with the training	1	2	3	4	5
5.	Would recruit her into female-dominated occupational training	1	2	3	4	5
6.	Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7.	Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8.	Think that even if you can train her, she won't be physically strong enough for the job	1	2	3	4	5
9.	Think she won't like the working conditions	1	2	3	4	5
10.	Think she won't fit in with those already in the profession	1	2	3	4	5

		SA	A	U	D	SD
E.	**A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:**					
1.	"Ladies" shouldn't seek that kind of career	1	2	3	4	5
2.	She won't be satisfied with the job	1	2	3	4	5
3.	She should seek a job in an area where more women are employed	1	2	3	4	5
F.	**A woman may be reluctant to seek training for a career usually held by men because:**					
1.	She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
2.	She doubts her ability to do the job even if she finishes the training	1	2	3	4	5
3.	She feel that women have less mechanical ability than men	1	2	3	4	5
4.	She feels that the "pay off" of training is quicker for traditional jobs	1	2	3	4	5
5.	She is unable or not willing to forgo income during training or graduate school for nontraditional education	1	2	3	4	5
6.	She has a low-paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
7.	She doesn't know how to get financial aid for this training	1	2	3	4	5
8.	She feels that any money available to pay for training for these jobs should go to her husband or other male members of the household	1	2	3	4	5

SA A U D SD

9. She couldn't be away from her family for training programs that are offered in the evening 1 2 3 4 5

G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:

1. They like their present job 1 2 3 4 5
2. They don't want to give up their job security 1 2 3 4 5
3. They know they can be successful in the job they hold 1 2 3 4 5
4. They want to stay where they are safe and secure 1 2 3 4 5
5. They feel that the experience they had in a "female" job won't count for experience in a "male" job 1 2 3 4 5

H. Women have traditionally remained in certain jobs and professions because they believe that:

1. A woman should be supportive of her husband's career 1 2 3 4 5
2. Husbands object if wives make a higher salary than they do 1 2 3 4 5
3. A woman has a different set of values than a man 1 2 3 4 5

I. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:

1. She finds it necessary to leave the training program to follow her husband or family 1 2 3 4 5

		SA	A	U	D	SD
2.	She feels it would be difficult to get admitted to the training or educational program, so she never tries	1	2	3	4	5
3.	She feels that she can't leave her family to go to a training program in another state	1	2	3	4	5
4.	She feels that she can't go out of town for training sessions or conferences	1	2	3	4	5
5.	She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
6.	She enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
7.	She doesn't have time to get training for these kinds of jobs	1	2	3	4	5
8.	She finds it easier to get into and/or re-enter jobs traditionally held by women	1	2	3	4	5
9.	She got a scholarship in another field and cannot afford to give it up in order to pursue a male-dominated field	1	2	3	4	5
J.	**A woman may feel that if she is successful in an occupation typically held only by men, that:**					
1.	Men feel uncomfortable with women in responsible positions	1	2	3	4	5
2.	She will not be as respected as a man with similar success	1	2	3	4	5
3.	Men would feel they have to protect her from "unpleasant" experiences	1	2	3	4	5
K.	**An employed woman may not be willing to risk seeking a job usually held by men because:**					
1.	She feels she would risk her present occupation if she looked for another job	1	2	3	4	5

		SA	A	U	D	SD
2.	She feels she wouldn't be paid as much as the men	1	2	3	4	5
3.	She feels an immediate obligation to help her family financially	1	2	3	4	5
L.	**College education for a woman:**					
1.	Isn't worth as much as it is for a man	1	2	3	4	5
2.	Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
3.	I usually just an insurance policy in case she has to work	1	2	3	4	5
M.	**A woman may be reluctant to pursue a career in a field dominated by men because:**					
1.	She is afraid of being rejected by male co-corkers	1	2	3	4	5
2	She feels there is a low probability of a woman being successful in the field	1	2	3	4	5
3.	She feels that men in the occupation would insist that she play the woman's role	1	2	3	4	5
4.	She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
5.	These careers wouldn't give her time to be a mother	1	2	3	4	5
6.	She doesn't have the experience or training	1	2	3	4	5
7.	She doesn't feel she would be lucky enough to get it	1	2	3	4	5
8.	She doesn't feel she would get the job—so why try	1	2	3	4	5

		SA	A	U	D	SD
N.	**Women may have difficulty getting jobs usually held by men because:**					
1.	Women can't pick up and move to a job as easily as a man	1	2	3	4	5
2.	They think that women aren't hired for management positions	1	2	3	4	5
3.	They don't plan for a lifetime career	1	2	3	4	5
4.	They don't want to leave their hometown	1	2	3	4	5
O.	**Women do not seek the same careers as men because:**	1	2	3	4	5
1.	They lack self-confidence	1	2	3	4	5
2.	A woman should be wife and mother first	1	2	3	4	5
P.	**A woman who obtains a job in an area dominated by men may find it difficult to cope with:**					
1.	Being "talked down" to by men who are less competent	1	2	3	4	5
2.	The men's thinking she won't be able to do an effective job	1	2	3	4	5
3.	The resentment from the wives of the men with whom she works	1	2	3	4	5
4.	The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5.	The negative attitude of men that she's taking the place of a male who should be in the job	1	2	3	4	5
6.	Getting less regard than men for doing the job well	1	2	3	4	5
7.	Men's attitude of superiority	1	2	3	4	5

		SA	A	U	D	SD
8.	The dangers that exist in some jobs	1	2	3	4	5
9.	The feeling that men are better than women at technical things	1	2	3	4	5
10.	The conflict with religious teachings that stress the role of a woman as that of a wife and mother	1	2	3	4	5
Q.	**A woman who works in jobs usually held by men:**					
1.	Must earn respect rather than have it conferred on them as men do	1	2	3	4	5
2.	Has difficulty supervising other women	1	2	3	4	5
3.	Has to put up with other women who are jealous of her success	1	2	3	4	5
4.	Gets criticism that relates to being female rather than job performance	1	2	3	4	5
5.	Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
6.	Has a boss that is male	1	2	3	4	5
R.	**A woman is likely to choose to enter a "female" career (those usually dominated by women) because:**					
1.	Others tell her to	1	2	3	4	5
2.	Her friends chose it, too	1	2	3	4	5
3.	Books, TV and magazines all portray women in stereotyped roles	1	2	3	4	5
4.	She knows of women who are unhappy in other careers	1	2	3	4	5
5.	Persons employed in the career will be supportive of her	1	2	3	4	5

		SA	A	U	D	SD
6.	She has not been told to pursue other alternatives	1	2	3	4	5
7.	She is not aware of her own potential	1	2	3	4	5

S. A woman's family may affect her career decision by:

1.	Expecting her to have babies	1	2	3	4	5
2.	Expecting her to marry well	1	2	3	4	5
3.	Expecting her to please them rather than choose her own career	1	2	3	4	5
4.	Putting pressure on her to do well in a "proper" career field	1	2	3	4	5
5.	Making all of her decisions for her	1	2	3	4	5
6.	Teaching her where a woman's place is in society	1	2	3	4	5
7.	Expecting her to work immediately to help support the family	1	2	3	4	5
8.	Protecting her	1	2	3	4	5
9.	Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
10.	Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
11.	Allowing her to depend on them for financial support	1	2	3	4	5

T. A woman may not go into a nontraditional or previously male-dominated career because:

1.	Her family feels that academics are for men; easier studies are for women	1	2	3	4	5

		SA	A	U	D	SD
2.	Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
3.	Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
4.	Her main desire is to please her parents	1	2	3	4	5
5.	Her family wanted her to do what was safe and secure	1	2	3	4	5
6.	There are no career-oriented, professional role models in her immediate family	1	2	3	4	5
7.	Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible	1	2	3	4	5
8.	Her reluctance to leave home or be completely independent	1	2	3	4	5
9.	Her feeling that her job was only temporary until her marriage	1	2	3	4	5
10.	Her working mostly with men in a profession causes problems at home for her	1	2	3	4	5
11.	Her inability to be a mother, housekeeper, and career woman all at the same time	1	2	3	4	5

Indicator 15b: Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Content	Instructional Strategies	Title of Resource
Identify biased attitudes in the workplace	Handout; discussion	*How to tell a businessman from a businesswoman*
Assess knowledge of issues surrounding women and work	Activities	*U.S.A. Work Force Information Quiz; WINC "Getting the Facts" Quiz; Women and Work: The Economics*
Describe gender bias in the workforce and its effect on women	Handouts; discussion	*Twelve Facts About Working Women; 20 Facts on Women Workers*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, pp. 15-20 and 22-24* •*Women in Higher Wage Occupations, pp. 8-11, 14-15 and 18-19* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #38 and 92* •*Exploring New Worlds, pp. 5-8* **Other Print Materials** •*Building Blocks, pp. 15-26* •*Challenges, pp. 14-18 and 22-39* •*Changes or Choices, pp. 14-18, 21-33 and 41-43* •*Going Places, pp.. 361-384* •*More Choices, pp. 7-19, 29-30, 35-38 and 105-113*

How to tell a businessman from a businesswoman

A businessman is dynamic;
A business woman is aggressive.

A businessman is good on details;
She is picky.

He loses his temper;
She bitches.

He's a go-getter;
She is pushy.

He has the courage of his convictions;
She's stubborn.

He follows through;
She doesn't know when to quit.

He's confident;
She's stuck up.

He stands firm;
She's hard as nails.

When he's depressed, everyone tiptoes past his office;
When she's moody, it must be her time of the month.

He's a man of the world;
She's been around.

He can handle his liquor;
She's a lush.

He isn't afraid to say what he thinks;
She's mouthy.

He's human;
She's emotional.

He exercises authority diligently;
She is power mad.

He is closemouthed;
She is secretive.

He can make quick decisions;
She's impulsive.

He's a stern taskmaster;
She's hard to work for.

He climbed the ladder of success;
She slept her way to the top.

Reprinted from Margaret A. Nash, *Changing Roles of Men and Women*, Center on Education and Work, 1991.

U.S.A. Work Force Information Quiz

1. A woman working full time year round in 1955 earned an average of 64 cents to every dollar earned by a man working full time year round. In 1988 women earned about _____ to every dollar earned by man.

   a. 59 cents
   b. 65 cents
   c. 79 cents
   d. 88 cents

2. Women who maintain families alone had median incomes of _____ in 1986 compared to $24,962 for men who maintain families without a spouse present.

   a. $10,340
   b. $13,647
   c. $17,216
   d. $22,856

3. 11.9% of employed women hold a minimum wage job as compared to ______of employed men.

   a. 5.9%
   b. 7.1%
   c. 9.6%
   d. 11.5%

4. _____ of employed women either support themselves, their children or contribute in an essential way to their family income.

   a. 18%
   b. 39%
   c. 65%
   d. 80%

5. _____ more families would be below the poverty level if both parents did not work.

   a. 5%
   b. 15%
   c. 25%
   d. 35%

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U.S.A. Work Force Information Quiz
Page 2

6. In the five county Fox Valley Technical College District, in the last census, 8.4% of our children lived below the poverty level and _____ of our children under 18 years of age lived in a single parent household.

   a. 2.9%
   b. 6.0%
   c. 10.5%
   d. 14.1%

7. _____ out of 10 heads of single parent households are women.

   a. 3
   b. 5
   c. 7
   d. 9

8. In 1988 _____ of all children under age 18 had working mothers.

   a. 40%
   b. 51%
   c. 60%
   d. 69%

9. In 1987 ______of mothers with children under the age of one were in the workforce.

   a. 8%
   b. 18%
   c. 35%
   d. 51%

10. In a survey of girls ages 13 to 17, _____ did not expect to work outside the home if they had children.

   a. 49%
   b. 68%
   c. 81%
   d. 98%

U.S.A. Work Force Information Quiz
Page 3

11. In 1987 women represented _____ of all administrative support (include clerical) workers.

    a. 61%
    b. 72%
    c. 80%
    d. 90%

12. In 1987 men represented _____ of all precision, production, craft, and repair workers.

    a. 64%
    b. 79%
    c. 91%
    d. 98%

13. In 1987 women represented ______of all retail and personal services sales workers.

    a. 38%
    b. 54%
    c. 69%
    d. 75%

14. In 1987 men represented _____ of all executives, manager and administrators.

    a. 40%
    b. 51%
    c. 62%
    d. 70%

15. _____ of young women invocational educational programs are preparing for jobs traditionally held by women.

    a. 41%
    b. 54%
    c. 62%
    d. 75%

Source: U.S. Department of Labor, Bureau of Labor Statistics; and the National Commission on Working Women of Wider Opportunities for Women, Washington, D.C.

U.S.A. Work Force Information Quiz

Answers

1. b. 65 cents	2. b. $13,647	3. a. 5.9%	4. c. 65%	5. d. 35%
6. c. 10.5%	7. d. 9	8. c. 60%	9. d. 51%	10. c. 81%
11. c. 80%	12. c. 91%	13. c. 69%	14. c. 62%	15. d. 75%

U.S.A. Work Force Information

1. How does the information in the USA Work Force Information Quiz affect women?

   Women interested in occupations traditionally held by men usually can expect higher salary than in those occupations traditionally held by women.

   Since the majority of women, including mothers, work outside the home because of economic need, why not choose an occupation based on one's interests, skills, and abilities rather than on stereotypic expectations?

   The high incidence of single parent births and the high divorce rate resulting in increasing numbers of women being single parents, coupled with the fact that women, overall, have less earning power, are the reasons why 61 percent of Americans living in poverty are women.

2. How does the information affect men?

   Men interested in occupations traditionally held by women, usually can expect to earn a lower salary than in those occupations traditionally held by men.

   Since the majority of women, including mothers, work outside the home, most men who are married will have wives and possibly daughters who are victims of occupational discrimination.

   The high divorce rate coupled with low income for women, results in higher child support payments for divorced men who are fathers without custody of their children.

3. Can you think of other ways this information affects you and/or your family?

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WINC "Getting the Facts" Quiz

Directions: Answer the following questions as well as you can.

1. Out of every 10 women in this country, how many can expect to work during their lifetime?
2. What is the main reason most women cite for working?
3. What are the average weekly earnings of a registered nurse?
4. What are the average weekly earnings of a secretary?
5. What are the average weekly earnings of a carpenter?
6. What are the average weekly earnings of an engineer?
7. How many years can the average woman expect to work in her lifetime?
8. How many years can the average man expect to work in his lifetime?
9. What percent of secretarial jobs are held by men?
10. What percent of apprenticeships are held by women?
11. What percent of doctors in this country are women?
12. What percent of nurses in this country are men?
13. How much education must a woman have to equal the median income of a man with an eighth grade education?
14. Between 1978 and 1990, jobs for college and university teachers are predicted to decrease by what percent?
15. Between 1978 and 1990, jobs in the computer fields are predicted to increase by what percent?
16. Between 1978 and 1990, jobs in engineering are predicted to increase by what percent?
17. What percent of full-time female workers earn $15,000 a year or more?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

WINC "Getting the Facts" Quiz

Page 2

18. What percent of women with children under age 18 are in the workforce?
19. Approximately what percent of women in this country live in poverty?
20. What university fields of study do not require good background in high school math and science?

WINC "Getting the Facts" Quiz--

Answers

1. 9
2. economic necessity
3. $332
4. $230
5. $325
6. $540
7. 34
8. 41
9. 1 percent
10. 6 percent
11. 14 percent
12. 4 percent
13. 4 years of college
14. 10 percent
15. 94 percent
16. 43 percent
17. 33 percent of women compared with 69 percent of men
18. 59 percent
19. 62 percent
20. In today's technical/computerized society, almost all fields require some math and science.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

WINC "Getting the Facts" Quiz—Sources

American Women: Three Decades of Change. U.S. Department of Commerce, Bureau of the Census, 1983.

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20 Facts on Women Workers. U.S. Department of Labor, Women's Bureau, 1982.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Women and Work: The Economics

Directions: Test your own knowledge, then use with others as a basis for discussion.

1. Of all women between the ages of 16 and 64, _____ % are in the labor force.
   a. 37% b. 73% c. 53% d. 64%

2. One out of every _____ women working, with children under the age of 18, are responsible for maintaining the family.
   a. 6 b. 3 c. 8 d. 12

3. Women comprise _____ % of all minimum wage earners ($3.35/hour).
   a. 50% b. 47% c. 64% d. 70%

4. Of all women employed, _____ % are in clerical, service, or sales positions.
   a. 77.1% b. 62.7% c. 58% d. 68.9%

5. Families maintained by women have median incomes of $ _____ as compared to $23,325 for families maintained by men.
   a. 18,253 b. 15,080 c. 12,803 d. 8,256

6. Of all female-headed households, _____ % live below the poverty level.
   a. 29% b. 48% c. 50% d. 38.4%

7. A young woman in high school today can expect to spend _____ years in the paid work force.
   a. 19 b. 12 c. 28 d. 34

8. Of all working women, 77% are in nonprofessional occupations. Of these women, _____ % work in a female-dominated job.
   a. 80% b. 67% c. 73% d. 59%

9. Women in nontraditional occupations (those in which 75% or more of the workers are men) comprise _____ % of all women workers.
   a. 12.9% b. 17% c. 11% d. 20%

10. With five years experience, a secretary earns on average, $346 per week. An air conditioning and refrigerator repair person earns _____ per week.
    a. $390 b. $420 c. $504 d. $619

Answers: 1-d, 2-b, 3-d, 4-a, 5-b, 6-d, 7-d, 8-a, 9-c, 10-d.

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Twelve Facts About Working Women

Fact 1 Eight out of every ten women will get married; however, one in ten will eventually be widowed, and five in ten will be divorced.

Fact 2 Nearly one-fourth of all American Indian households are headed by women, with no husband present. This figure is *twice* the national average.

Fact 3 Women today make, on the average, only 65 cents to every man's dollar, and women over fifty-five years old make only 47 cents to every man's dollar.

Fact 4 Eighty-one percent of the families headed by minority females have children. Indian women fare the worst of these in terms of receiving child support payments.

Fact 5 Eighty percent of all working women are concentrated in only ten of the more than four hundred occupational fields listed by the Department of Labor. These ten fields offer the lowest pay, the lowest status, and the lowest potential for advancement.

Fact 6 Working does not eliminate poverty; indeed, working can be expensive in terms of costs for child care, transportation, clothing, and appropriate supplies or equipment for one's job.

Fact 7 Nontraditional jobs that pay the highest salaries are held primarily by men.

Fact 8 Women between the ages of sixteen and twenty-four have the highest rate of long-term unemployment.

Fact 9 Sixty-eight percent of minority women live in poverty. The worst poverty is found among American Indian women.

Fact 10 Job hunting, even for a good part-time job, often requires a full-time commitment.

Fact 11 Eighty percent of all working women today are *underemployed*; that is, they are working in jobs that neither require nor pay for the use of their full potential.

Fact 12 Nothing is forever. Even once you decide on a career path, it may—and should—change as you do, over time.

From *Minority, Gender and Work* by E.M. Almquist. Copyright ©1979 by Lexington Books, an Imprint of Macmillan, Inc. Reprinted by permission of the publisher.

20 Facts on Women Workers

U.S. Department of Labor, Women's Bureau
Fact Sheet No. 90 - 2, 1990

1. 56 million women 16 years of age and over were working or looking for work in 1989. Ten years earlier, about 44 million women were in the civilian labor force. Women accounted for more than three-fifths (62 percent) of the increase in the civilian labor force since 1979—11.8 million women compared with 7.1 million men.

2. In 1989, 69 percent of all women 18 to 64 years of age, or 53.1 million women, were in the civilian labor force compared to 88 percent of all men in this age group. Fifty-seven percent of all women 16 years of age and over were labor force participants. Participation was highest among women 35 to 44 years of age; 76 percent of women in this age group were in the labor force.

3. Most women workers are employed full-time. About 14 million or 26 percent of all women workers held part-time jobs (less than 35 hours a week) in 1989. Eighty-six percent of part-time women workers were employed on a voluntary basis. Just over two-thirds (68 percent) of all part-time workers were women.

4. The average woman worker 16 years of age between 1970-80 could expect to spend 29.3 years of her life in the labor force, compared with 39.1 years for a 16-year-old man. White and black women could expect to spend 29.6 and 27.8 years, respectively, of their lives in the labor force.

5. Women accounted for 45 percent of all persons in the civilian labor force in 1989. Among these, half of all black workers were women; 45 percent of all white workers were women; and 40 percent of all Hispanic origin workers were women.

6. The influx of women into the labor force during the 1970's and early 1980's has resulted in nearly equal labor force participation rates among black women, white women, and women of Hispanic origin. In 1989, 58.7 percent of black women (6.8 million), 57.2 percent of white women (47.4 million), and 53.5 percent of Hispanic origin women (3.7 million) were in the labor force. In 1986, for the first time, 50 percent of working age Hispanic women were in the labor force.

Reprinted from "20 Facts about Women Workers," Fact Sheet No. 90-2, 1990, U.S. Department of Labor, Women's Bureau.

7. Women continue to constitute large proportions of workers in traditionally female occupations. In 1989 women represented 80 percent of all administrative support (including clerical) workers, but only about 9 percent of all precision production, craft, and repair workers. Women were 68 percent of all retail and personal services sales workers but only 40 percent of all executives managers and administrators. There were 18,983 women working as apprentices at the end of 1989, representing 7.2 percent of apprentices.

8. The unemployment rate for all women in the labor force was 5.4 percent in 1989; for women 20 years of age and over, it was 4.7 percent. Despite reduced population, teenagers, especially blacks and Hispanics, experienced very high unemployment rates.

1989 Unemployment Rates

Teenagers (16-19 years)	*Rate*	*Adults (20 years of age and over)*	*Rate*
Black women	33.0	Black women	9.8
Black men	31.9	Black men	10.0
Hispanic women	18.2	Hispanic women	8.0
Hispanic men	20.2	Hispanic men	6.6
White women	11.5	White women	4.0
White men	13.7	White men	3.9

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1990.

9. Most women work because of economic need. The majority of women in the labor force (58.5 percent) in March 1988 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands whose 1987 earnings were less than $15,000 (13.5 percent).

10. Wives in the labor force contribute substantially to family income. In March 1988, 56 percent of married couple families had wives in the paid labor force as compared with 40 percent in March 1972. In 1988 the median income of married couple families with the wife in the paid labor force was $42,709 compared with $27,220 for those without the wife in the paid labor force. Women who maintain families have the lowest median family income ($15,346).

11. The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with 4 or more years of college in March 1988, 81 percent were in the labor force. Among women of the same age group with less than 4 years of high school, only 51 percent were in the labor force.

12. Median earnings for women who worked year round, full time in 1988 was $17,606. The comparable figure for men was $26,656. White women earned $17,819, black women earned $16,538, and women of Hispanic origin earned $14,845.

1988 Median Earnings: Year Round, Full-Time Workers

All women	$17,606	*All men*	$26,656
White women	17,819	White men	27,228
Black women	16,538	Black men	20,371
Hispanic women	14,845	Hispanic men	17,851

Source: U.S. Department of Commerce: Bureau of the Census, Money Income and Poverty Status of Families and Persons in the United States: 1988 (Advance data from the March 1989 Current Population Survey).

13. The median income of female high school graduates (with no college) working year round, full time in 1988 was somewhat lower than that of fully employed men who had completed less than 8 years of elementary school—$16,810 and $17,190, respectively. In 1988, women with 4 years of college education had a median income below that of men who had only a high school diploma—$25,187 and $26,045, respectively.

14. Women are still heavily concentrated in low paying jobs. Thus, the average woman earns 70 cents for every dollar earned by the average man when 1989 median weekly earnings of full-time wage and salary workers are compared. The five most lucrative occupations for women are: lawyers; engineers; mathematical and computer scientists; physicians; and operations and systems researchers and analysts.[1]

15. More women are choosing to be entrepreneurs—starting their own businesses. The number of women-owned businesses in the United States rose from 2.56 million in 1980 to 4.1 million in 1986. Women's share of all nonfarm sole proprietorships rose from nearly 26 percent in 1980 to 30 percent in 1986.

16. The 33 million women with children under the age of 18 had a labor force participation rate of 65.0 percent in March 1988. Fifty-six percent of 8.9 million mothers with preschoolers (children under age 6) were labor force participants in March 1988.

17. Of the 58 million children under age 18 in the United States in March 1988, nearly 33 million (56.2 percent) had working mothers. About 9.5 million children under age 6 (47.5 percent of 19.8 million) had working mothers.

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[1] Excludes any occupation where the female base is less than 50,000.

18. In 1988 women represented 62 percent of all persons 16 years old and over with poverty level incomes. The poverty rate of all families maintained by women with no husband present was 33.5 percent; for those families maintained by women with children under age 18, the poverty rate was 44.7 percent. There were 3.6 million families maintained by women (no husband present) that had incomes below the poverty level.

19. Women maintained 53 percent of all poor families in 1988. They maintained 76 percent of poor black families, about 48 percent of poor Hispanic origin families, and 44 percent of poor white families.

20. Women are maintaining an increasing proportion of all families (16.9 percent in 1989). In black families, women maintained 45 percent; in Hispanic origin families, 23 percent; and in white families, 13 percent. Nearly two-fifths (39 percent) of the 14 million increase in family households between 1969 and 1989 was attributable to families maintained by women. In contrast, between 1940 and 1960, families maintained by women accounted for only 8 percent of the increase in the number of families.

Families Maintained by Women, 1989

	Number of Families	*Percent of Families*	*Median Weekly Earnings*
Total[2]	10,997,000	16.9	$347
White	7,425,000	13.3	363
Black	3,254,000	44.6	303
Hispanic	1,095,000	22.8	337

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1988.

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[2] Components will not sum to total because data for the "other races" group are not presented separately and Hispanics are included in both the white and black population groups.

Indicator 15c: Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Content	Instructional Strategies	Title of Resource
Assess understanding of sexual harassment	Activity	*Questionnaire on Sexual Harassment*
Define sexual harassment and describe laws and policies addressing harassment and discrimination issues	Lecture; discussion	*Sexual Harassment (OH); Sexual Harassment in the Workplace: A Fact Sheet; Major Federal Discrimination Laws*
Describe methods for dealing with sexual harassment in the workplace	Handouts; discussion	*Sexual Harassment; Sexual Harassment: Taking Control of the Situation*
Demonstrate skills for dealing with sexual harassment	Activity	*Understanding Sexual Harassment: Activities*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #41, 49 and 53* •*Exploring New Worlds, pp. 67-69*

Questionnaire on Sexual Harassment

1. Sexual harassment affects ____% of the female work force.

		Agree	Disagree
2.	Sexual harassment is a problem for female students in schools.	___	___
3.	Men harass women because they are young and attractive.	___	___
4.	Women of all races are equally subject to harassment.	___	___
5.	Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.	___	___
6.	In most sexual harassment cases, the woman invited the advance by her dress or behavior.	___	___
7.	Sexual harassment is just an interpersonal problem.	___	___
8.	Currently, remedies exist to handle sexual harassment cases.	___	___
9.	Men are sexually harassed as often as women are.	___	___
10.	The best way for a person to handle sexual harassment is to ignore it.	___	___
11.	Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences.	___	___
12.	Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.	___	___

Reprinted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel*, by permission of the Massachusetts Department of Education.

Responses to Questionnaire on Sexual Harassment

1. **Sexual harassment affects 88% of the female work force.**

   In a 1976 survey in Redbook magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives.

Agree Disagree

2. **Sexual harassment is a problem for female students in schools.** X ___

   Sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. **Men harass women because they are young and attractive.** ___ X

   Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey (including women of all ages, races, occupational categories, educational levels, and salary levels represented in the federal work force) demonstrates that sexual harassment is not caused by characteristics of victims.

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Agree Disagree

Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.

4. **Women of all races are equally subject to harassment.** ___ X

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment are not only examples of "blaming the victim," but also are myths that increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

5. **Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.** ___ X

Co-workers, clients, and customers can also harass women in the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss—or already have the boss' support. Students can make school intolerable for their peers.

6. **In most sexual harassment cases, the woman invited the advance by her dress or her behavior.** ___ X

To repeat the point above, sexual harassment is not motivated by sexual attractiveness.

Of course women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.

Often women are expected to act or dress seductively both to get and keep their jobs.

Agree Disagree

7. **Sexual harassment is just an interpersonal problem.** ___ X

A firm "no" does not discourage sexual harassment. Therefore, the problem cannot be "just a misunderstanding."

Legally it is the responsibility of schools and employers to address the problem—it is not just a "private" matter.

8. **Currently, remedies exist to handle sexual harassment cases.** X ___

A person who is being sexually harassed can contact the Equal Employment Opportunity Commission for information and assistance in filing a sex discrimination complaint under Title VII. State laws also exist that protect against assault, battery, intentional infliction of emotional distress, or intentional interference with an employment contract. Many schools, universities, and businesses have complaint procedures in place.

9. **Men are sexually harassed as often as women are.** ___ X

In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation.

10. **The best way for a person to handle sexual harassment is to ignore it.** ___ X

Research indicates that sexual harassment that is ignored often escalates. It is important to take some action in order to let the harasser know that the attention is unwanted and to alert other people to the problem.

Agree Disagree

11. **Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences.** ___ X

    A demand from a boss that a woman sleep with him in order to keep her job need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.

12. **Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.** ___ X

    Even in the courts, it is the victim's perspective, not the harasser's, that matters.

Sexual Harassment

Notes

Harass - To annoy persistently

Harassment is:

1. Unwanted attention based on sex, race, handicap, or age, which substantially interferes with an individual's work performance or creativity by creating a hostile, intimidating or offensive work environment.

2. Most often an expression of power and is aimed toward the helpless.

3. Can be perpetrated by either gender.

The Equal Employment Opportunity Commission published a definition of sexual harassment in the November 10, 1980 Federal Register, which has become the generally accepted legal guideline.* It states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

b. submission to or refection of such conduct by an individual is used as the basis for employment decisions affecting such individual;

c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment."

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* See "EEOC Gives Guidance on Current Issues of Sexual Harassment," November 23, 1988, Labor Law Reports - Employment Practices.

Notes

Title IV, Title VII, and Title IX indicate that educational institutions have a responsibility to protect students and staff from sexual harassment.

Sexual harassment much more often occurs by men towards women because men in our society have historically been in the seats of power. And our social mores have supported sex bias by valuing women less, and viewing women as sex objects.

Harassment can be verbal, or expressed by physical gestures or bearing. It may be obvious or subtle. Subtle harassment may take the form of suggestive jokes, or a frequent are around the waist as part of a conversation. Subtle harassment often escalates.

Sexual harassment is:

a. sexual assault

b. making sexual demands

c. subtle pressure for sexual activity

d. sexual remarks about a person's clothing, body, or sexual activity

e. gratuitous touching, patting, pinching, or brushing up against a person's body

f. continual staring at a person's body

g. continual sexual jokes or practical jokes that are racial and/or sexual

h. continual teasing, or slurs of a racial or sexual nature

Sexual harassment occurs when these actions...

- unwelcome sexual advances
- requests for sexual favors
- verbal or physical conduct of a sexual nature

...happen under these conditions...

- the employee has to submit to these actions to keep her job
- employment decisions affecting the employee (raises, promotions) are made based on whether the employee submits to these actions
- the actions either interfere with the employee's ability to do her job or create a intimidating, hostile, or offensive work environment

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Sexual harassment is:

a. sexual assault

b. making sexual demands

c. subtle pressure for sexual activity

d. sexual remarks about a person's clothing, body, or sexual activity

e. gratuitous touching, patting, pinching, or brushing up against a person's body

f. continual staring at a person's body

g. continual sexual jokes or practical jokes that are sexual and/or racial

h. continual teasing, or slurs of a sexual or racial nature

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Sexual Harassment in the Workplace: A Fact Sheet

By Women's Legal Defense Fund

Sexual harassment is a problem that a majority of American women will face during their lifetime. In fact, studies show that seven of ten women are sexually harassed at some point in their working lives. This fact sheet will give you the basic facts about sexual harassment.

What Is Sexual Harassment?

Sexual harassment is offensive and unwelcome attention in the form of pressure for dates or sexual favors, sexually suggestive gestures or remarks, touching, or actual or attempted rape or assault. Sexual harassment is common in the workplace and creates barriers to the advancement of women in employment.

Sexual harassment is a form of sex-based employment discrimination under Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination on the basis of race, sex, religion, or national origin. The Equal Employment Opportunity Commission (EEOC), which is charged with administering Title VII, defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose of effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

In 1986, the United States Supreme Court heard its first sexual harassment case, *Meritor Savings Bank v. Vinson*. In a unanimous decision, the Supreme Court agreed with the EEOC's interpretation that sexual harassment is a form of sex-based discrimination in violation of Title VII of the Civil Rights Act. Moreover, the *Vinson* decision made it clear that even if you submit to unwelcome advances because you fear losing your job or other benefit, you may still have a sexual harassment claim. The issue is whether the alleged advances were unwelcome.

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The EEOC guidelines provide that if the harassment has made your workplace an unreasonably hostile place, that may be sufficient to bring a sexual harassment claim. In other words, you do not have to have to lose a tangible economic benefit such as a promotion or your job, to bring a sexual harassment claim. Also, while an employer is not automatically liable for the actions of its employees, the employer may be held responsible for harassment by supervisors, co-workers and even non-employees if it is believed that the employer knew or should have known of the harassment.

Sexual Harassment Is Against the Law

While most claims of sexual harassment are brought under Title VII, claims may also be made under state and local anti-discrimination laws or based on tort, contract, negligence, criminal or constitutional theories. When considering what you options are, you should consult an attorney.

Under Title VII the general procedure for bringing a sexual harassment claim begins with filing an administrative charge with the Equal Employment Opportunity Commission or your local human rights office. Most charges should be filed within 180 days of the alleged discrimination. After you have exhausted your administrative remedies, you may be able to file a lawsuit.

What Should I Do If I Have Been Sexually Harassed?

Because of *Vinson*, more people know that sexual harassment is against the law and will not be tolerated. However, sexual harassment is still a problem. You must protect yourself and know your rights. There are ways you can deal with sexual harassment short of bringing a law suit. If you feel you are the victim of sexual harassment, think about doing the following:

1. Clearly communicate to the harasser(s) that the attention is unwanted and uninvited.
2. Keep a written record of what happened, including when it occurred, how you responded, whether there were any witnesses, and who you told. Try to make the record(s) while it is fresh in you memory. Keep the records at home, not in your workplace.
3. Talk to other employees if you suspect that they have been similarly treated. Talking to co-workers in important so that they are aware of what is happening and that you are upset about it.
4. Report the problem to your supervisor; if the harasser is your supervisor, report it to the harasser's supervisor. Ask that the harassment be stopped.

5. File a formal complaint if your company has an internal complaint system or if you are represented by a union.

If the above steps have failed to bring the harassment to an end, you may want to file a charge under Title VII or a lawsuit based on a tort or contract theory.

If you have a question about sexual harassment, contact the Women's Legal Defense Fund.*

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* This fact sheet is available free of charge from the Women's Legal Defense Fund, 200 P Street, N.W., Suite 400, Washington, DC 20036, (202) 887-0364.

Major Federal Discrimination Laws

There are a few important federal laws regarding discrimination in employment and in training that women who are applying for or entering nontraditional occupations should be aware of.

1. **Title VII of the Civil Rights Act of 1964**

This law prohibits discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotions, and fringe benefit programs. Applies to all private companies, state and local governments, labor organizations, joint labor management apprenticeship programs, and educational institutions with fifteen or more employees. It prohibits hiring based on stereotyped characteristics of the sexes and classifying jobs as "men's or women's jobs." Recent guidelines also make sexual harassment in the workplace illegal. Enforced by the Equal Employment Opportunity Commission (EEOC), U.S. Department of Labor.

2. **Executive Order 11246**

This law prohibits discrimination on the basis of sex, race, or age. Includes recruitment as well as treatment of current employees. Applies to any employer with a federal contract of $10,000 or more, and any subcontractors of such an employer. The guidelines prohibit advertising for employees under male and female classifications, basing seniority lists on sex, denying a persona job because of state "protective" labor laws, making a distinction between married and unmarried people of one sex only, and penalizing women for childbearing. Enforced by the Office of Federal Contract Compliance Programs, U.S. Department of Labor.

3. **Equal Pay Act of 1963**

This law prohibits sex discrimination in salaries and fringe benefits. A man and a woman working at the same kind of job on the same site, for the same employer must be paid equally. Differentials in pay are permitted that are based on a seniority or merit system, or a system that links earnings to quantity or quality of production. This law covers all workers and applies to all public and private employers. Enforced by the Wage and Hour division, U.S. Department of Labor.

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, 1990.

4. **Age Discrimination in Employment Act of 1967**

This law prohibits discrimination against workers aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment. Applies to all public employers and private employers with twenty or more employees. Enforced by the Wage and Hour Division, U.S. Department of Labor.

5. **Title IX of the 1972 Education Amendments**

This law prohibits any educational institution receiving federal financial assistance from discrimination based on sex in admission to courses of study, treatment of students in education programs and activities, counseling services and materials, financial and employment assistance to students, and employment of faculty and staff. Enforced by the Office for Civil Rights, U.S. Department of Education.

6. **Title VI of the Civil Rights Act of 1964**

This law prohibits discrimination against students on the basis of race, color, religion, or national origin in educational programs receiving federal funds. It also requires schools to provide bilingual instruction or other means of assisting students of limited English speaking ability. Enforced by the Office for Civil Rights, U.S. Department of Education.

Sexual Harassment

Women in nontraditional jobs or training are at greater risk of sexual harassment.

- Unwelcome behaviors can include teasing, jokes, remarks and questions, deliberate touching; letters, telephone calls or materials of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law.

- Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment.

- 1986 Supreme Court case (Meritor Savings Bank v. Vinson) established right to seek legal remedy under Title VII.
- Subsequent decisions define liability, calling for explicit and timely actions by employers to prevent and end harassment.

Women can take specific steps when faced with sexual harassment.

- Tell the harasser to stop the offensive behavior.
- Document all incidents of harassment.
- Notify your supervisor, union representative, or other appropriate person of the harassment.
- Know your company or school policy on sexual harassment and follow its procedures.
- Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
- Stay on the job.
- Find support from family, friends or other groups to help you through the situation.

Reprinted with permission from the National Commission on Working Women of Wider Opportunities for Women.

Sexual Harassment: Taking Control of the Situation

1. Don't ignore incidents of sexual harassment and behaviors which you consider harassing. Remember, if you consider the behavior harassing, it is.

2. Confront the harasser with his/her behavior (always with a neutral third party present.)

3. Talk to someone about what is happening and about your feelings. Remember, you are not to blame. You are the victim of someone's problem.

4. Document what is happening and how you are feeling. Writes down names, dates, places, and witnesses.

By confronting the harasser, you are gaining control by:

1. Actively responding to the harassment.

2. Changing the balance of power. The harasser is now on the receiving end.

3. Showing the harasser the serious consequences to these behaviors. It really is a BIG deal to harass someone.

4. Showing the harasser that others disapprove of his/her harassing behaviors. (WHEN CONFRONTING A HARASSER, TRY ALWAYS TO HAVE A NEUTRAL THIRD PARTY PRESENT.)

5. Give the harasser fair warning to STOP the behavior immediately or you will proceed to the next step.

6. Hearing the harasser's explanation for the harassing behavior and discussing the inappropriateness of the behavior.

7. Containing the incident among just a small group of people.

Confrontation should include the following:

1. A statement of the facts.

2. A description of your feelings and the damage that has been done.

3. A statement of what needs to happen next, the remedy to the situation.

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Understanding Sexual Harassment: Activities

Purposes

- To refine student understanding of the definitions of sexual harassment.
- To emphasize that sexual harassment may escalate and should not be ignored.
- To expose students to the options they have for responding to incidents of sexual harassment.
- To help students learn to evaluate these options.

Time

- "Susan in the Shop" (20-25 minutes)
- "Louise the Waitress" (20-25 minutes)
- Additional time for follow-up activities or extended discussions.

Summary of the Activities

In these escalating vignettes, students decide what they would do if they were Susan, an auto shop student who is being sexually harassed, or Louise, a waitress who is being sexually harassed. Both vignettes are based on actual cases. Each case has been divided into three sections. After each section of the vignette about Susan, students vote to indicate what they would do in the situation. For the vignette about Louise, students pretend they are answering the phone at a hotline and are responsible for giving Louise advice. Among themselves, students also discuss their different choices. The teacher points out possible risks and favorable outcomes of the options.

Susan in the Shop

Options

Write these options or choices (and any others appropriate in your area) on the board for the students. After each option, leave room for the three columns "A," "B," and "C." When the students vote, write the totals for each option of each of the three sections in the columns. Compare the totals after the completion of all voting.

Reprinted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel* by permission of the Massachusetts Department of Education.

Susan should:	A	B	C
Talk to her best friend.			
Talk to her boyfriend/girlfriend.			
Talk to her teacher.			
Talk with her guidance counselor.			
Talk to the principal.			
Talk with other students in nontraditional shops.			
Talk to her parent or guardian.			
Ignore the incident.			
File an official complaint or take legal action.			
Drop out of the auto shop.			
Other (explain).			

The Vignette

A. Susan is a sophomore who decided to study auto mechanics, where she was the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class and when the first project was assigned, none of the young men would work with her. So she was the only one in the class who had to work alone.

Stop. The students now choose options for the first time. Write their responses under Column A.

B. Susan began work on her project alone. During the week, her project was sabotaged daily and her tool box was hidden. Due to the tampering she was unable to complete it on time and this affected her grade.

Stop. The students choose options a second time. Write these responses under Column B.

C. Some of the young men in her class began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the young men from her class. She was frightened and screamed. At that point, someone unlocked the door.

The students choose options a final time. Write these responses in Column C.

Using the Activity

Introduce the activity with a statement such as the following:

> Today we are going to think abut some of the actions people can take when they are sexually harassed. I am going to read a three-part story about a real case that happened to a student in an auto shop class. After I read each part of the case, I will ask you to vote about whether you think what's happening is sexual harassment or not, and what you would do about it, in any event. The list of choices for what you might do about it are on the board. You will vote for your first two choices—the two things you think are most important to do.

After students' votes have been taken for all the options in a section, ask them to discuss why they chose the options they did. Encourage them to debate options with each other, if they disagree. Ask for someone who voted for and against each option (or at least the options that seem most significant for that section) to speak. Some questions for students to answer and discuss are;

> Why should Susan choose to talk to the person you selected?
> How do you think that person would react? What would he or she do?
> What risks is Susan taking in talking to that person?
> Why should Susan choose not to talk to the people you didn't select?
> What risks is Susan taking by not talking to someone else?

After the voting for each section, also ask students whether they think that the behavior so far is sexual harassment. Ask them to discuss the reasons they think it is or is not sexual harassment, and what makes the difference in each section.

After all the voting is completed, discuss significant ways in which the student's responses change as behaviors escalate. For example, ask students to explain why their choices shift from talking with peers to talking with school personnel. In addition, explain to them that ignoring the first incident limits the support and evidence that they can gather for themselves. Additional points to emphasize to the students are included in the notes below.

To conclude the activity, emphasize the following points for students to remember if they are being harassed:

> Sexual harassment tends to escalate. Don't ignore it.

Let the harasser know you don't like the behavior or comments. If necessary, have someone else talk to the harasser with you or for you. You may want to tell him (or her) in writing.

Keep a record or a diary of the events that happen. Include dates, times, places, kinds of behaviors, your responses, how the harasser reacts to your responses, any witnesses. Save any pictures or notes you get from the harasser.

Find supporters and talk with them about what's happening. Friends, parents, teachers, counselors, administrators, women's groups, and outside agencies all can help. The point is to find someone you can trust, and someone who will take the kinds of action you want.

Additional Notes

The voting portion of this activity could also be done in small groups.

The option "file an official complaint" may need explanation. This option could mean using the school district's grievance procedure, appealing to the state superintendent, or bringing civil or criminal charges against the students or school. It can be explained either before or after students vote. A reason to wait until after the activity is that sometimes students say "file a complaint" or "take legal action" without any idea of what action is possible. This lets you find out their assumptions about what they can do or what the legal system would offer them. Conclude by explaining what the legal system can in fact offer.

In the actual case on which this vignette is base, Susan initially found that talking with other young women who met in a support group for students in shops nontraditional for their sex was most helpful. She talked about what was happening, found out which school staff members might help her, and became less isolated and scared.

Teachers who have been involved in this activity have felt that it was "unprofessional" for the teacher in the story to have been so unaware of his/her classroom and to have let Susan work alone. They felt that in this situation everyone should have rotted partners, or the students should have worked in groups of three. By integrating Susan into shared projects with the young men, the teacher might have helped the young men get to know her, and the tension might have been eased. The teachers believed that the problem in the first section rests with the shop teacher, not with the young men. Moreover, they felt that the shop teacher should have prevented the assault that is described in the third part of the story. This suggests that the best option in the first section, in addition to talking to other students in nontraditional shops, would be to talk to a guidance counselor, or some other administrator, and have that person talk to the teacher involved. Furthermore, if the student had gone earlier to her counselor or and administrator, she would be in an even stronger position to complain after the assault. Even though most teachers felt that it was "unprofessional" to allow such an incident to happen, it could be argues that the teacher was unaware of what was happening in his/her classroom; however, this argument could not be made if the teacher had been notified by the student to be on the lookout for possible trouble. With notification, the teacher might have been better able to prevent the assault altogether. Emphasize these points to the students.

An issue that is likely to arise is whether the behavior in the first two sections is "sexual harassment" or "sexual discrimination." In the first section, students may feel that the behavior is not severe enough to be either. In the first two sections, Susan is discriminated against because of her sex; not until the last section does the "sexual attention" that is involved in sexual harassment begin. After all three sections have been read, the behaviors can be seen as part of an escalating pattern of both sexual harassment and sex discrimination. Students need not agree on precisely where to draw the boundaries between the concepts.

Follow-up Activities

Tell the students more about the various options they have for individual and group actions. For example, if appropriate, talk about forming support groups. If a discussion on workplace sexual harassment has begun, point out ways in which working women have organized informally. (One example is a group of secretaries in one workplace who were all sexually harassed by the same boss. Their strategy was to accompany each other, in pairs, into his office. If he insisted on one secretary coming in alone, the other ones would open his office door from the outside. No secretary was ever left alone in his office with the door closed. He left that job two weeks after the secretaries began their anti-harassment campaign.) Discuss the legal options that both students and workers have.

Ask the students to brainstorm responses to sexual harassment in school. Instead of responding as a class, students could write a paragraph or a list of three possible responses to a sexual harassment case, as an in-class writing assignment. Some students may want to share personal experiences, or those of relatives or friends. The following questions are useful for developing discussions of cases:

- How would you feel in this situation? What would you be most concerned about?
- What do you think is going on for the harasser?
- What would you do (or recommend)?
- What if this were your friend, a student in your class, or someone you had to work with very closely, and you disagreed with what she wanted to do—would you still support her? How?
- Is it important that students and co-workers support each other?
- Could such an incident be prevented? How? (Watch out for "blaming the victim.")

Louise the Waitress

The following vignette was developed by the Alliance Against Sexual Coercion. It is based on an actual case. It can be used similarly to "Susan in the Shop," but offers a workplace focus instead. In this activity, students are to pretend that they are answering the phone at a hotline that helps women who are being sexually harassed. They are responsible for giving advice to Louise when she calls. Tell them that each scenario of the vignette represents one phone call. Louise calls three times, and the students are to give advice after each call.

Scenario One

Louise is a 34-year-old woman who is the sole supporter of herself and her three children. She is one of four waitresses who cover the lunch rush at a restaurant in the financial district of town. After four months on the job, as Louise is picking up an order, the manager, Carl, says to the cook, "Don't you think Louise would get better tips if she wore a low-cut blouse?" Although the comment bothered her, she ignored it and went about her work.

The next week, during her break, the manager joins her and in graphic detail boasts of the previous night's sexual encounter with a woman he picked up. Louise is very uncomfortable with this but doesn't know what to do.

What would you recommend?

- She should ignore the incident.
- She should tell him to stop.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom? (E.g., the owner, the local civil rights agency, the police.)
- She should leave the job.
- Other?

Scenario Two

That week, as he hands her her paycheck, the manager propositions Louise. she refuses and goes to get her coat. He says, "By the way, there is an opening on the dinner shift. Big tips, you know. Do you want to reconsider my offer?"

What would you recommend?

- She should accept the offer.
- She should refuse the offer, and do nothing else.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.
- Other?

Scenario Three

For the next two weeks he hardly talks to her. Then one day, Carl traps her in the waitresses' dressing room and rapes her.

What would you recommend?

- She should ignore the incident; not mention it to anyone, and try to forget it.

- She should tell the other waitress about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- Other?

Additional Notes

Ask students to vote for only their first choice option, i.e., what they think is most important for Louise to do.

In the actual case, Louise went to the hospital for assistance as well as for the purpose of gathering medical evidence. From there, she called the police. She pressed criminal rape charges; however, rape is one of the most difficult crimes to prove. Louise had no evidence against Carl that could be verified by a third party except for what the cook had overheard; that was hardly enough to secure a rape conviction.

In hindsight, had Louise spoken to the other waitresses about her encounters with Carl, she might have received their help. For example, she could have asked that someone always stay near her when Carl was around. In addition, she may have found out if Carl had a history of bothering other waitresses, and whether he was considered to be dangerous. The other waitresses would also have been alerted to watch for the harassment and could have confirmed her story of the events that led up to the rape. These points, along with those mentioned at the end of the "Susan in the Shop" vignette should be emphasized to students.

Some people find the ending of this case shocking, but rape in the workplace is an important issue to discuss in class. It is true that although sexual harassment often escalates from subtle to more severe forms, it does not usually end with rape. Nevertheless, in some cases, including this one, it has.

Cases in which sexual harassment does escalate to rape offer powerful arguments for the use of a definition of a sexual harassment that includes the full range of behaviors, including rape. These arguments, which can be presented to students, include:

- The problem of rape in the workplace requires responses or "solutions" that differ from those needed in other cases of rape. The "solutions" required, like those needed for other forms of sexual harassment, must take into account that a woman who is raped at work must either get her rapist fired, face him daily, or leave the job herself, possibly without a recommendation and without being able to include that job in her work history. (The latter happened to Louise.) "Solutions" to rape in the workplace, like "solutions" to other forms of sexual harassment, must protect the victim's economic well-being.

- The more subtle forms of sexual harassment may escalate to rape.

- Women who are harassed in so-called "subtle" ways, such as comments and jokes about their bodies, on an everyday ongoing basis, report that they feel "as if they have been raped." Continuous sexual harassment, even of a verbal nature, can have serious consequences.

Follow-up Activities

Invite a speaker form a rape crisis center, rape prevention program, or self-defense program to the class.

Ask students to research the history and use of rape statutes. In addition, ask them to research and describe the typical experience of a rape victim who decides to press charges against her alleged assailant.

Indicator 15d: Identify courses appropriate to tentative occupational choices.

Content	Instructional Strategies	Title of Resource
Describe the importance of math in preparing for a higher paying career	Handout; discussion	*Math: The Key, or Locked Door to New Career Opportunities*
Assess personal attitudes and assumptions about math	Activity	*Math Quiz*
Define math anxiety	Lecture/handout; discussion	*What is Math Anxiety??* (OH)
Describe methods for dealing with math anxiety	Handout; discussion	*Dealing With Math Anxiety*
Demonstrate skills to get beyond math anxiety	Activity	*Math Games We Play On Ourselves*
Describe positive math study habits	Handout; discussion	*Studying Mathematics* (OH)
	Additional resources	**WCIS Print Materials** •*Exploring New Worlds*, pp. 22-23 *Other Print Materials* •*Challenges, Changes or Choices*, pp. 190-193 •*More Choices*, pp. 140-149

Math: The Key, or Locked Door to New Career Opportunities

If you are considering a technical or scientific career, a working knowledge of math will be necessary to achieve your career goal. Why is math so necessary? Because math is the **language** of science and technology. If you are planning to work in France, you need to learn French. If you are planning to work in science, you need to know the language science uses: the language of math. Like any other language, math uses symbols and formulas that are unfamiliar to us at first, but we learn the meaning of these symbols and formulas through practice. Languages have grammar rules to be memorized and followed so we can use the language to communicate with others. Math also has rules to memorize and follow so we can communicate our work clearly to others. Languages are cumulative: one topic builds on another. Making sense of second-year French is difficult without having the building blocks of first-year French mastered. You can't make sense of algebra before you have mastered the building blocks presented in a basic math course. As you learn to view math as a language and study it as you would a language, you will see the necessity of learning math to communicate scientific and technical information.

Many people have emotional barriers that prevent them from pursuing the study of math. Negative experiences in grade school or high school math have left a sour taste that discourages further math encounters. Many otherwise confident and capable people feel they just don't have a "math mind" and will never be able to understand math. Yet study after study shows that there is no such thing as a "math mind," and that almost **everyone** is capable of doing math once his or her attitudes about math have been changed. Failure to do well in math has much more to do with attitude and lack of study skills than it does with a lack of ability. This workshop will emphasize and provide guidelines for the study of math that will improve your chances of math success. Hopefully, you will see your career options widen as you learn to appreciate the value of mathematics.

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Math Quiz

Directions: Write True (T) or False (F) for the statements below:

1. ________ Men are better in math than women.
2. ________ Math requires logic, not intuition.
3. ________ You must always know how you got the answer.
4. ________ Math is not creative.
5. ________ There is a best way to do a math problem.
6. ________ It's always important to get the answer exactly right.
7. ________ It's bad to count on your fingers.
8. ________ Mathematicians do problems quickly, in their heads.
9. ________ Math requires a good memory.
10. ________ Math is done by working intensely until the problem is solved.
11. ________ Some people have a "math mind" and some don't.
12. ________ There is a magic key to doing math.
13. ________ It is cheating to use a calculator.
14. ________ I will never need to use math.

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What is Math Anxiety???

Notes

The dictionary defines anxiety as a "state of being uneasy or worried about what may happen." People who avoid math will say "uneasy or worried" is too mild to describe their feelings. When faced with mathematical tasks many people experience extreme discomfort.

Math anxiety can be an intense emotional reaction to math based on past experiences.

Many men and women, from students to corporation presidents, suffer from math anxiety. Sixty to eighty percent of the adult population suffer to some degree.

Common reactions of math anxiety include:

1. **Blocking out** - Suddenly everything goes blank. You forget the math skills you know, even the simplest addition.
2. **Tension** - You may begin working the problem, but feel your body tighten up or your neck or back get stiff.
3. **Panic** - There is a feeling of coming disaster. Your pulse races and you perspire heavily. You're sure the problem cannot be done. You feel defeated.
4. **Paranoia** - You suspect that everyone knows how stupid you're feeling. You think "Probably everyone can do the problem but me."
5. **Tune out** - When numbers come up or when math is mentioned, the rest of the conversation is lost on you. You fail to hear what the person is saying. If you're reading a book with numbers, you have no idea what you've read at the end of the page.

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Notes

6. **Guilt** - You may feel that even your ability in the little bit of math you do is a fraud. You've been faking what you can do and sooner or later you will be discovered. Maybe you suspect it's your fault that you have the problem.

7. **Physical reaction** - When you deal with math you may get a headache, become nauseous, have stomach cramps, experience blurred vision, lose your ability to concentrate, or get very sleepy.

8. **Avoidance** - Sometimes the most comfortable way to deal with a problem is to avoid it. You may try hard to stay out of situations where you encounter math.

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4. **Paranoia** - You suspect that everyone knows how stupid you're feeling. You think "Probably everyone can do the problem but me."
5. **Time out** - When numbers come up or when math is mentioned, the rest of the conversation is lost on you. You fail to hear what the person is saying. If you're reading a book with numbers, you have no idea what you've read at the end of the page.
6. **Guilt** - You may feel that even your ability in the little bit of math you do is a fraud. You've been faking what you can do and sooner or later you will be discovered. Maybe you suspect it's your fault that you have the problem.
7. **Physical reaction** - When you deal with math you may get a headache, become nauseous, have stomach cramps, experience blurred vision, lose your ability to concentrate, or get very sleepy.
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Common reactions of math anxiety:

- Blocking out
- Tension
- Panic
- Paranoia
- Tune out
- Guilt
- Physical reaction
- Avoidance

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Dealing With Math Anxiety

If you are anxious about math, you may want to look back on your math history and pinpoint specific classes or teachers that made you lose confidence in your math ability. Talking about past experiences with others often helps you realize you are not alone in your math anxiety.

But placing blame on specific people or situations doesn't change your current state of affairs. To break down your math barriers, try a few of the following suggestions:

1. Accept your negative feelings about math . . . you have the right to dislike math. But don't let these feelings stop you from meeting the challenge of learning the math you need to obtain your career goals.

2. Realize that you are a much different person now than you were when you first experienced math negatively. You are a competent adult with much real-life experience behind you, and you will now be better able to see the places in real-life where a knowledge of math is necessary.

3. Identify your self-defeating behaviors and thoughts. Replace negative thoughts with positive ones.

   Example: "I see math as a challenge, not a problem."
   "I can do anything I want to, so I can do math."

   Write some of your own positive math statements:

4. Be assertive in asking for help. Go to see your math teacher during her office hours. Make use of the tutors in the Tutorial Center.

5. End math avoidance. Seek opportunities to use math: carry a calculator with you so you can figure your own grocery bill, calculate the amount of tip to leave at a restaurant, or figure the discount on a sale item. The more you use math in everyday life, the more confident you will become in math.

6. Before you do homework, take a few minutes to relax, slow your breathing, and think positive thoughts.

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Dealing With Math Anxiety

Page 2

7. Start reviewing math at an appropriate level. Starting at a level too advanced is like taking second year Spanish when you haven't had first year Spanish . . . you will only get more frustrated.

8. Keep a basic math textbook handy to use as a reference book. You can't possibly memorize everything in math, so be able to look information up when you need it. A basic math textbook is as essential to studying math as a dictionary is to studying language.

9. Expect your attitudes to change slowly -- there is no "magic fix" to take away anxiety immediately. Take pride in the small steps you make in reducing your discomfort with math. In time, you will appreciate the importance of math as a tool in understanding scientific and technical fields.

Math Games We Play On Ourselves

Most of the time we have little conversations going on in our heads. Internal voices tell us how to feel (don't be nervous, stop worrying), and how to behave (be serious, stop being silly, control yourself). They compliment us (that was great, you did a good job, you deserve to celebrate) and criticize (don't be clumsy, that was dumb, that was stupid). When faced with math, these little conversations become very critical and can cause you to give up. They are self-defeating games—games you play on yourself. If you know what these games are, you will be able to catch yourself playing them. This will help you to stop.

Each statement below represents a self-defeating behavior or thought we all have practiced at some time. After each statement write a positive statement that counter-acts the self-defeating behavior or thought.

1. I don't have time to study math every day but I try to catch up on weekends.

   ____

   ____

2. I am embarrassed to ask my teacher or a tutor for help . . . they will think I am dumb.

   ____

   ____

3. I never ask a question during math class when I'm confused because everyone else know what's going on except me.

   ____

   ____

4. I don't take notes in class when I understand what the teacher is explaining.

   ____

   ____

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5. I don't take notes in class when I get lost and can't follow the teachers *explanations.*

6. I don't bother to get notes from someone else in the class if I have missed class.

7. I never read my math textbook.

8. I don't do math fast enough.

9. I just don't have a math mind.

10. Math is unrelated to my life, so I'll never need to know it.

Studying Mathematics

◆In Class

1. Sit in the front of the classroom. You will see better, hear better, and will be less likely to "tune out."
2. Each day, write down the date and the section in the text you will be discussing so you can later refer to your textbook.
3. Always take thorough notes in class. Write down all examples. Keep taking notes even if you get lost. Take notes even if you understand what the teacher is saying at the time . . . . you may not remember later. Taking notes reinforces learning . . . . you remember more when you write it down.
4. Ask questions in class.
5. Review previous day's notes before class so you will remember what was talked about, and will be ready to go on to new material.
6. Attend each class. Understanding tomorrow's new material depends on understanding today's assigned material. Know the phone number of your teacher or a classmate, and call them to get the assignment if you ever have to miss a class. Then try to do the assignment before the next class. Get the notes you missed from a classmate who takes good notes.
7. Know your learning style. If you are an auditory learner, tape record the lecture. If you are a visual learner, draw diagrams and pictures and take detailed notes. If you are a social learner, find someone to study with. If you learn best by reading, emphasize reading your textbook.

◆Homework

1. Organize your notes and homework. A loose-leaf binder containing loose-leaf paper works well for organizing math materials. Inexpensive tab dividers can be inserted to separate class notes, homework problems, completed tests, and handouts. Keeping materials organized and easy to find is essential to the study of any subject.
2. Keep all work . . . tests, notes, handouts . . . to review when necessary.

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3. Do homework as soon after class as possible so you remember what was discussed in class.

4. Review your class notes and rework classroom examples before starting your homework.

5. Read the assigned section in your textbook before starting your homework. Read slowly and carefully. Read with pencil and paper in hand, and work through the examples given. Take notes from your textbook.

6. When doing homework, always write down text section, page number, and problem number. If you choose to use scratch paper to brainstorm your answer, rewrite your finished procedure and answer in an orderly manner. It is important to show all work. Why?

7. Put an "X" or question mark, or use a highlighter or different color pen to mark problems you don't understand or are unsure of.

8. Write down hard to remember rules, formulas, and memory devices in an easy-to-find place: the front or back cover of your notebook, or a special section of your notebook.

9. Use 3 x 5 cards for flashcards of important ideas. Carry them with you so you can study them when you have a few spare minutes.

10. Try explaining your homework problems to someone else. This helps pinpoint the things you may be having trouble with. Explaining material to someone else is the best way to really learn something yourself.

11. Make use of the Tutorial Center. But don't expect tutors or anyone else to do the work for you. Math is a participant sport: you learn it by doing it yourself, not by watching others.

12. Read a section ahead in the textbook. You will be better able to ask questions when the teacher explains that section.

13. Do a little math everyday. It's like exercise . . . a little everyday keeps you fit!

14. Keep a basic math textbook handy to use as a reference book. A good basic math textbook is as essential to the study of mathematics as a dictionary is to the study of other subjects.

Taking Tests

Before the test

1. Don't cram. Start studying several days before the test.
2. Read over all your notes from class and textbook.
3. Make a summary of important ideas as you go over your notes.
4. Rework tricky problems or ones you had trouble with.
5. Make 3 x 5 cards for formulas and rules. Carry these flashcards with you so you can study them when you have a few extra minutes.

Taking the test

1. It is natural to feel uneasy about tests.
2. While you are waiting for the teacher to hand out the tests, practice relaxation techniques:
    a) close your eyes, and breathe slowly and deeply
    b) imagine yourself in a beautiful, relaxing place, such as the beach. Hear the water, feel the sun. Relax.
    c) calmly, slowly, talk to yourself positively: "I know the information well; I'm going to do a good job," etc.
3. When you get the test, write down the formulas you needed to memorize right away. Then you won't have to worry about remembering them.
4. Read all directions carefully.
5. Start with problems you know how to do. Don't spend too much time on things you don't remember. Come back to them later—you may be able to do the work later.
6. Make sure your answers are reasonable and make sense.

When you get the test back

1. Congratulate yourself on everything you did right.
2. Don't kick yourself for making silly errors. Under pressure, everyone makes careless mistakes.
3. Most importantly, tests are learning experiences. Tests help you and the teacher determine what you have mastered, and what you still need to work on. Correct the errors you made on the test—learn from your mistakes. You often learn more from making a mistake than from getting things right all the time.

In Class

- Sit in the front of the classroom
- Write down the date and the section in the text you will be discussing every day
- Always take thorough notes in class
- Ask questions in class
- Review previous day's notes before class
- Attend each class
- Know your learning style

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Homework Hints

- Keep all work, tests, notes, handouts for review
- Do homework as soon after class as possible
- Review your class notes and rework classroom examples before starting your homework
- Read the assigned section in your textbook before starting your homework
- Always write down text section, page number, and problem number
- Mark problems you don't understand or are unsure of

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More Homework Hints

- Write down hard to remember rules, formulas, and memory devices in an easy-to-find place
- Use 3 x 5 cards for flashcards of important ideas
- Try explaining your homework problems to someone else
- Make use of the Tutorial Center
- Read a section ahead in the textbook
- Do a little math everyday
- Keep a basic math textbook handy to use as a reference book

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Taking Tests

◆Before the test:

- Don't cram
- Read over all your notes from class and textbook
- Make a summary of important ideas
- Rework tricky problems or ones you had trouble with
- Make 3 x 5 cards for formulas and rules

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Taking Tests

◆Taking the test:

- It is natural to feel uneasy about tests
- Practice relaxation techniques
- Write down the formulas you needed to memorize right away
- Read all directions carefully
- Start with problems you know how to do
- Make sure your answers are reasonable and make sense

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Taking Tests

◆**When you get the test back:**

- Congratulate yourself on everything you did right
- Don't kick yourself for making silly errors
- Most importantly, remember that tests are learning experiences

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Additional Resources

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Indicator 15e: Describe the advantages and problems of nontraditional occupations.

Content	Instructional Strategies	Title of Resource
Identify the pros and cons of nontraditional occupations (NTOs)	Lecture; discussion	*Why Should a Woman Consider Nontraditional Careers?; The Real Barriers*
Describe the advantages of NTOs	Handouts; discussion	*Advantages of Nontraditional Jobs (OH); Exploring a Nontraditional Job Will Help You...(OH)*
Describe the disadvantages of nontraditional work	Handout; discussion	*Women and Nontraditional Work: Barriers*
Demonstrate skills to meet requirements and overcome barriers of NTOs	Activities	*Think About Physical Requirements; Consider Sex Roles and Job Roles*
Describe trends in the employment of women in NTOs	Lecture; discussion	*Bureau of Labor Statistics: Employment of Women in Nontraditional Jobs; Women and Nontraditional Work (OH)*
Describe success stories of women in NTOs	Handouts; discussion	*Stereotype Cracks: Woman Climbs Poles for WPL; Voc-Ed School Promotes Nontraditional Careers*
Identify and describe various nontraditional occupations	Handouts; discussion	*Some Nontraditional Job Opportunities for Women; Nontraditional Job Descriptions; Vocational/Technical Program Descriptions*

Content	Instructional Strategies	Title of Resource
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, pp. 35-39* •*Women in Higher Wage Occupations, pp. 17, 25-49 and 53-68* **CEW Videos** •*Breaking Out: Career Choices for Teenage Parents (video)* •*Stepping Out, Stepping In (video)* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #28, 31, 32 and 34* •*Exploring New Worlds, pp. 13-55 and 73-78* **Other Print Materials** •*Challenges, pp. 21, 182 and 185-189* •*Changes or Choices, pp. 35-40, 182 and 185-189* •*More Choices, pp. 100-103 and 114-123*

Why Should a Woman Consider Nontraditional Careers?

1. Higher salaries
   a. Nationwide averages (current) show that women's salaries compare to men's: $.61 to $1.00.
   b. Careers that have been traditionally "male" tend to have higher salaries.
2. Job satisfaction/interest
   a. Nontraditional careers may be most interesting and rewarding for some.
   b. Recent studies show that the greatest job-related stress is experienced by women who are in lowest paid, most dead-end jobs, not by men in high-pressure jobs.
3. Opportunities to use abilities and talent.

Barriers: What's to Prevent Her Stepping Out?

Although legislation has cleared the way for women to enter the labor force and to receive equal wages and benefits for equal work, a number of barriers still separate them from vocational equality. Here is an outline of those barriers.

I. Women's "Internal Barriers"
   A. Sex-role conflicts
   B. Fear of failure/fear of success
   C. Low self-esteem and lack of self-confidence
   D. Low vocational expectations
   E. Fear of machinery
   F. Math anxiety
   G. Anxiety about interactions with co-workers

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II. Lack of Information About Nontraditional Work

  A. Lack of information about skills required for specific jobs
  B. Lack of information about variety of nontraditional jobs
  C. Lack of information about job-entry requirements and career ladders
  D. Lack of knowledge about general working conditions for specific jobs

III. Physical Condition

  A. Lack of knowledge about own physical capabilities
  B. Poor physical condition

IV. Pressure from Significant Others: friends, husband, lover, parents, children, neighbors

V. Education/Training Requirements

  A. No GED or high school diploma
  B. Inadequate background in math or science
  C. Limited experience with tools or machinery
  D. Lack of experience in nontraditional work

VI. Transportation

  A. Lack of public transportation for certain areas or times of day
  B. No driver's license
  C. No private means of transportation

VII. Family responsibilities

  A. Lack of any or adequate child care
  B. Illness in the family
  C. Household management

VIII. Inadequate Job Search Skills

Pros and Cons: Stepping Into What?

No woman should make the decision to go nontraditional in work life, either hastily or without thorough understanding of what she is stepping into. A hasty decision may breed a hasty retreat, damaging to herself (her work record, her self-esteem, and confidence) and damaging to the efforts of other women to enter nontraditional careers. Employers are looking for assurance that women can be productive, dependable, and promotable in "men's jobs." The woman who makes an informed choice, who knows well the benefits that await her in her new job, and the trade-offs she must make to secure those benefits, is the one most likely to deliver those assurances.

1. Advantages

   a. Higher pay
   b. More chance of advancement
   c. better fringe benefits
   d. Possibly greater work satisfaction
   e. Transferable skills and training
   f. More varied work hours

2. Disadvantages

   a. Negative reactions of others
   b. Work generally more demanding on time, mind, and body
   c. Stress and conflict in primary relationships
   d. Less pleasant working conditions
   e. Isolation among male co-workers

The Real Barriers

Women already in nontraditional work will tell you again and again not to let the barriers stop you. Nevertheless, you must have a realistic understanding about what the true problems are. What are some of the things that could prevent you from succeeding in a nontraditional job or even from choosing a nontraditional career? And what are some of the solutions to these problems? This section deals with both.

Internal Barriers

Internal barriers are real barriers that come from within yourself rather than the employer or others. They may be ideas that come **only** from yourself such as, "I'm just not smart enough to go back to school." Of they may be ideas which you share with employers, such as "This is a man's job" or "I'm not strong enough to do that." Sex stereotyping, lack of confidence, age, and concern for femininity are particularly troublesome internal barriers.

Sex Stereotyping

Basically, sex stereotyping is a myth that is unfounded in reality. But because it is so frequently accepted and so firmly believed in by women as well as men, it can also be a very real barrier. A recent study by RJ Associates for the U.S. Department of Education showed that girls who chose to go into nontraditional high school vocational courses generally did so with the encouragement of a male—not female—vocational teacher. It was also found that girls in the same schools were more influenced to take nontraditional courses by male counselors that by female counselors. And it was found that the mothers of these girls—who influenced their daughter's career choices more than fathers—generally encouraged the girls toward traditional careers.

In addition, some women working in nontraditional jobs reported more negative responses from women in their families than from their co-workers. Linda O., the truck driver, found her father was "all for it—Dad always wanted a son and didn't have one. But Mom was skeptical." That was only initially, however, and "now she's behind me, too." Susan F., and electrician, had no problem with the men in her family either. But "my mother and a few female relatives were apprehensive. They though it would be too hard for me."

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Family responses to women entering nontraditional work will be discussed in more detail later; it is important here to see the part that women themselves often play in sex stereotyping. In more recent years, many women and men have changed their views toward traditional work of both sexes. Women in the factories and the science labs and the construction sites all have proved that women can do "men's jobs." But if **you** don't believe you can do it—you can't.

Lack of Self-Confidence

Many women find it hard really to believe in their own physical, mental, and emotional abilities. This suggests another of the internal barriers—a lack of self-confidence. Even the most secure women have self-doubts at some time. Younger women who haven't "proved" themselves in a traditional career may not be sure they can handle a nontraditional one.

If you are older, you may be one of thousands of women who have been through a divorce, separation, or are widowed. Nontraditional work may be what you need because it pays enough to support both yourself and your family. But you may be feeling low and a little overwhelmed by the thought of starting over at your age. It may be hard to see yourself succeeding in a nontraditional job. There may appear to be too many obstacles.

If you feel that nontraditional work might be good for you but you just aren't sure, finish this book. Then head for the nearest women's nontraditional program, women's counseling center, or support program. If you are older and divorced, widowed, or separated, you can also contact a displaced homemaker program if your community has one.

Most nontraditional and women's programs offer group and individual counseling. This will help you explore your feelings about both traditional and nontraditional work. Orientation classes are also offered in some programs. They present the pros and cons of your career options and help you come to a career decision. Some programs may arrange field trips and give you a chance to actually use different tools and try different nontraditional tasks.

At the least, such programs will help you explore your interests, aptitudes and skills. They will help you build confidence so that you can make a valid career decision. To locate nontraditional and women's programs in your community, check with State Employment/Job Service Centers, junior and community colleges, and technical and vocational schools. Programs are sometimes listed in the Yellow Pages and advertised in the newspapers as well. In addition to special programs, many schools have counselors, career centers, and/or student service programs which should help you. There are also a wide range of self-help books available at the public library. Just ask a librarian for books on confidence-building and career decision-making.

Age

"You can't teach an old dog new tricks" is a well-known, often-accepted saying. And yet the same women who believe they are too old to train in a new career—or even a first one—are often the very ones who need training the most.

Many women in their late thirties and above are widowed, divorced, or separated. Others may be experiencing the "empty nest syndrome": the kids are grown up and—for the first time in many years—they are free to take outside jobs. It may not even be a matter of choice. Inflation may be eating into their husbands' incomes and family savings. They will have to work outside the home in order to maintain their standard of living or save for retirement. Single women and many married women may have outside jobs already, but the pay may be too low to really meet their financial needs.

Thus, many women have though about training or re-training. They would like to begin a career or make a career change. For these women age can be an external barrier. Many apprenticeship programs, for example, have upper age limits. Although age discrimination in hiring practices is illegal, it is difficult to enforce the law. Also, it probably will be some time—if ever—before apprenticeships are affected.

Often, however, concern about age is an internal thing. Many women are discouraged by what they believe to be an age barrier. They may feel overwhelmed by the though of months of training. They wonder if they are too old to learn and if they are physically able to handle the work. Such concerns can be eased by a visit to an adult education or continuing education center. Most junior or community colleges and vocational-technical schools and high schools recognize that there are many adults whose skills are rusty or who have never had formal training. They offer special services and programs for these individuals. Many of the programs—especially those offered by public institutions—are free or low-cost.

If you are older and widowed, divorced, or separated, you may also qualify for displace homemaker programs. These programs are offered by CETA and some vocational schools or junior or community colleges. Some private community agencies give special assistance to displaced homemakers as well.

All of these programs provide information and counseling to adult women who are interested in furthering their education and training. They can tell you which jobs do not require special physical strength or stamina. they will help you decide what jobs are best suited to your interests, abilities, and experience. They will reassure you that you age will not prevent you from learning and that you will not be out of place in their classes. You will meet other women at these centers who may have the same concerns as you. You will discover that many men and women enrolled in school are older than you. Some will even be retired. You may find studying and getting back "into the swing" difficult at first. Counselors will be available, however, to help you with any problems. Stated simply-- you will not be alone.

Once you are trained, teachers and/or school placement personnel will help you get a job and deal with employers who might be concerned about age. If there is a shortage of workers in your field, you will have little or no difficulty because of your age. Even when there is no shortage, employers want not only well-trained workers, but dependable workers. Maturity, dependability, and motivation are your strong points. Many employers recognize this and some may even prefer older workers. If a field is overcrowded, however, age could, certainly, be a problem. It would be best to avoid such fields—but this is true for younger workers as well.

Concern for Femininity

Some women considering a nontraditional career may be concerned about their femininity. Others—even other women—may tell you that only "masculine" women do such "unfeminine" work. This is a myth, but the concern is real. Does nontraditional work, in fact, make you less of a woman? Does it even necessarily make you **feel** unfeminine?

Such questions can be best answered by women actually working at nontraditional jobs. They are unanimous in their responses. An electrician apprentice declares: "I know I'm Deirdre M.—my femininity isn't threatened. I know what's under all those layers of dirt and thermal underwear." Pat B., avionics trainee, believes "a lady is a lady—it didn't change me any. Some women try to be more feminine on the job to attract men" she observes. "Others become masculine to fit in, to be comfortable with men—but they **feel** feminine. When a man claims a woman is really trying to be a man, that's dumb—it's just to hold you back. It's not being a man to want to earn a better living. Don't you believe that." Deborah P., the teamster, agrees: "No, no difference in my sense of femininity. I feel really good about myself."

Other Internal Barriers

But even if you're the most feminine, confident woman in the world, there may be other things keeping you from going into nontraditional work. It may be that you are just not ready to make a career choice. You may need to know a lot more about the work-world and about specific kinds of work before you can or should make such an important choice. Or the barrier may be more subtle—"What if I can't hack it? What if I fail?" An even greater concern, perhaps, may be the consequences of succeeding. "What if I **do** make it? What will that do to my family? My friends? To me?"

These are deeper issues you may need to deal with. Many women find that there is no real change in lifestyle at all. Others find that just having a job can change lifestyles and relationships. Your success in what has been traditionally regarded as a "man's job" may be threatening to others. Your success at **any** job can be a threat for some, as can the independence you may gain, both emotional and financial. Your family may need to make adjustments. Some of your friends may find it difficult to accept your decision.

Whatever the effects, the concern may still be there. Many women find it helpful to "talk through" their concerns not only with their families, but with a counselor. Counselors can help you prepare for the possibilities. They can explore with you your feelings about the changes that a nontraditional career may cause. They can help you deal with problems if they arise and offer support and guidance.

External Barriers

We have already talked about the myths surrounding women in nontraditional jobs and the answers to them. We have seen how some of those myths become real barriers when they come from within ourselves (internal). But what about the other ones which are not myths and do not come from within ourselves? What about the ones created by employers, co-workers, inflation, or simply "circumstances?"

These are external barriers. They are not myths, but cold, hard reality. They may involve one or several problems. Because they come from outside ourselves, we have less control over them. This section discusses some of the areas which may present problems for women considering nontraditional work. It also suggests some ways of dealing with them.

Finances

You may be fairly certain that you want to try nontraditional work. But perhaps you are single, widowed, separated, or divorced. You have prepared a budget and, after cutting expenses as much as possible, there is little left over for training. Even if you're married, your husband may be unemployed or it may take every penny of his income to pay the rent and the monthly bills. Perhaps you were a sales clerk before you were married. It might be easy to go out and get another sales job. Or you've already trained as an LPN and there are plenty of jobs available. Does that mean you should forget nontraditional training? ABSOLUTELY NOT!

There are a number of sources of financial assistance available for training. Financial aid programs you should look into are:

- Basic Education Opportunity Grants (BEOG)
- National Direct Student Loans
- Supplemental Education Opportunity Grants (SEOG)
- College Work-Study
- Guaranteed Student Loans
- School Work-Study or Cooperative Education Programs

A few of these programs, such as the BEOG and SEOG offer grants which do not have to be repaid. They only require that your income be below a certain level.

In addition to the federal programs, there may also be county and state financial aid programs as well as scholarships available through some organizations. The financial aid office of any postsecondary school can give you information and application forms. You may want to have someone help you fill out the forms while you're there or set up an appointment with a financial aid counselor.

A warning about loans, however: **Read all loan agreements or contracts carefully**. Be sure you understand the exact terms of repayment. If you are taking a large tuition loan, for example, when do payments begin? How much, exactly, will the payments be? Will the school help you find a job? If you decide you don't like the course, will your money, or part of it, be refunded? If you drop out of a program, is the loan due immediately?

You have a right to answers to all of these questions. Federal "Truth in Lending" laws require lenders to make clear the terms of their loans. If the terms are not clear after reading loan agreements carefully and asking questions, do not sign. Even when you feel you understand the agreement, it is often helpful to have a friend or relative read it and see if he/she understands it the same way you do. Remember, you cannot be too cautious when signing financial agreements.

In addition to loan and grant programs, there are a number of federally funded training programs in each state. CETA programs, for example, are available to low-income individuals who have no outside source of support.

These programs generally pay you minimum wage while you are actually attending school and may help to subsidize a job or job training in private industry.

Specialized training programs for which you may qualify include displaced homemaker programs and nontraditional programs for women. The standards used to determine who is eligible for these programs vary, but the programs are generally free or low-cost to low-income women. Some are open to all women and fees are based on your ability to pay. Many vocational and area technical schools charge small fees and are open to county and/or area residents. Some training programs even include reimbursement for day care for pre-school children. Many programs and schools will help you get part-time jobs to give you an income while you are training. "Open-entrance—open exit" programs let you start and finish your program at your own pace, often cutting training time in half if you can complete the work quickly.

In addition to school financial aid offices, many community agencies can direct you to financial help. These may include local information and referral services, women's centers, or human resources centers.

Perhaps it is impossible, however, for you to take any lengthy training. You may still enter a nontraditional field by finding an employer who trains workers without previous training or experience. Occasionally, but not frequently, an employer will do this when skilled workers are hard to get. Check with a women's center or State Employment/Job Service office for help in identifying such employers.

Some women use traditional jobs as a means of observing and getting into nontraditional ones. They take lower-paying entry-level traditional jobs or stay in the ones they already have. They can then afford to take refresher courses or nontraditional training at night. Or they may save their money until they can afford full-time training. Large employers sometimes pay for training as a part of their benefits package.

Others observe nontraditional jobs as full-time or temporary office workers. They familiarize themselves with nontraditional jobs duties to get an idea of what the job is actually like. Still others upgrade themselves through company or union-sponsored training programs. They keep their traditional jobs while they train. Some employers make it a policy to select workers for upgrading from within their companies. This way, they can better judge the employee's motivation, skills, and suitability to the new job. Such upgrading often involves jobs which are nontraditional for women.

Besides employer training programs, there are some apprenticeships, which pay as you learn. Check on availability and age restrictions first, however, as apprenticeships are limited in both respects. If apprenticeships are available in a field you are interested in, it is important that you get help in preparing for the exams and interviews. You may need some tutoring in math and spatial parts of the exam. You must also be prepared for the tough interview before the Apprenticeship Committee. A minority recruitment training program may be helpful if your community has one. Services are generally free to everyone, minority or not. A women's center or your county, city, or state Commission on the Status of Women should be able to direct you to help in this area.

Financial aid can be difficult—but not impossible—to get. It may mean a few months of hard work and financial struggle. But you will have a high-paying nontraditional job with good advancement opportunities when you finish.

Child Care

Finding and paying for adequate child care is a problem for many women who work. Child care can cut deeply into a good paycheck. Paying for adequate child care when you're in school with no salary at all may seem impossible. In some cases it is. Many women work it out with relatives and friends; others get help from community services. CETA training programs, for example, generally pay you an extra amount for child care. There are also child care agencies which have sliding fee scales for low-income women. Women's centers may help you form your own co-op with other women who also need daycare. You won't all be attending class at the same time and may be able to exchange baby-sitting services.

State welfare offices and local referral services can give you information regarding child care agencies in your community. Churches and religious organizations often operate centers themselves or can refer you to quality centers. It is important that you know something about the quality of the care provided before selecting a daycare center.

Vocational/Academic Preparation

A major problem women most frequently run into once they begin nontraditional training involves their vocational and/or academic preparation. They quickly learn the importance of a solid background and skills in math, science and the use of tools. Renee W. discovered this as a carpenter's apprentice. She found that "the hardest part of my training was learning to use the tools, not to break my fingernails and not to hit myself."

Women are often at a disadvantage when it comes to tools and nontraditional vocational preparation. Many boys have grown up helping their fathers in the shop and repairing things around the house. They may have spent hours working on old cars, setting up stereo and ham radio equipment, and building airplane and ship models. They may have been involved in a lot of other mechanical and technical activities which parents and society consider appropriate for boys—but not for girls. All of these things are ideal preparation for the crafts and trades.

But when a woman sets out to be an air-conditioning mechanic, she may not know a pipe cutter from a metal snip. And there's the question of how to hold them and what to do with them. Then, too, in the past, high school girls were not usually encouraged to "take all the math and science courses you can get." Calculus, trigonometry, chemistry, physics—many girls didn't give them a second thought. And counselors and teachers often didn't tell them they should. Some still don't. Many girls and women still think that math is too hard, that they won't be able to do it. So they leave it to the boys.

When you begin nontraditional training you may need some extra courses, especially in math, to bring your preparation level up. You may need a high school diploma before you can get into a particular program. If so, you will need to attend General Educational Development (GED) classes and pass and exam to get an equivalency diploma. Of you may just need some basic math and science courses. You can get these through learning-development or remedial centers at junior or community colleges, vocational or technical schools, adult education programs, or evening high schools. Counselors can recommend and help you get the courses you may need.

In some areas, there are short-term pre-apprenticeship programs, too. These will give you some basic training right on the worksite. You can then "get your feet wet" and see how you like it before committing yourself to a training program.

It may even be possible to take developmental and/or refresher courses at the same time you take courses toward your program. The pressure and the added workload can be tough, however. Jennifer B., a drafter, warns about being "careful of starting out too advanced. Don't let advisors push you to go through courses you're not prepared for. Start out with algebra, not trigonometry. Start with basic courses that will help you later on."

Tough as it may sound—and it may be tough—there is a bright spot. Some vocational instructors report that many of the female students learn and understand the "book material" of male-oriented courses better than the males—and get better grades too. Some teachers also report, as might be expected, that males often do better in the "doing" part of the courses—in the application of the "book learning." Remember that really **understanding** how something should be done, and how it works is more important in the long run than being immediately comfortable with the tools you do it with. If you understand the theory well, time and practice will make you more efficient in the application. Perhaps the most important thing to remember about nontraditional training is not to be afraid to ask questions. Your teacher needs to know when you don't understand something. It may be that the material isn't clear or that you don't have the background to grasp it without further explanation. Whichever the case, you may be surprised to find that some of your male classmates were probably wondering the same thing!

It won't be easy to solve problems. You will need to be resourceful, creative, and persistent in finding solutions. Nontraditional programs, women's programs and counseling centers can help you and offer some good ideas. And, more than likely, you can do the rest yourself.

Social Attitudes

When Rosalyn S. became a mechanic, she joined her husband, father and brother in the company. She and her husband work together. Cheryl W., a carpenter, says her children are "very enthusiastic—they like it. But I made them enthusiastic by making them think it is a very positive thing—which I feel it is." Catherine F., the electrician, was afraid to tell her brothers at first. "But they were receptive—they gave me my father's tool case and told me I was carrying on the family tradition. My father, three brothers and I all belong to the same union now." But Catherine never saw it as "nontraditional" to begin with.

Not all of the stories are this heartwarming and simple. For some women, the opposition is so great it takes real courage. When Patricia H. went into plumbing, heating and air-conditioning, "My family thought I was crazy." Linda O., the truck driver whose father had always wanted a son, had no problem with her father. Her mother, however, was not so sure about it. Joan C., machinist, reports that her husband "loves it;" that he didn't feel the burden of supporting the family as much. But Joan also cautions that "for some women it's very threatening in relationships. Many husbands are supportive. For women whose husbands aren't, they leave their jobs here and become someone else at home."

Family, friends and neighbors—all share in the "man's work—woman's work" myths. No matter how much they care about you, they may not understand why you want t do what they see as a "man's job." and even if they understand, they may not be able to get over the emotional part of the myth—they may not be able to even "approve," to say nothing of giving you their full and wholehearted support.

And yet, in taking such a step, you may want and need that approval and support. It will be important to you just to survive the pressure. You need to know that **someone** agrees with you wholeheartedly, that **someone** believes you can do it, that **someone** really wants to see you succeed. You may feel let down, disappointed, and even angry if others close to you can't "handle" what you're doing. On the other hand, you may find that some or even most of them accept it very well. They may provide just the kind of support you want and need. In that case—terrific! It is probably best, however, to be prepared for what most women run into: mixed reactions—some good, some bad, and some indifferent.

Nevertheless, keep in mind the likelihood that as more and more women enter nontraditional jobs the social shock will wear off. In time it will be easier for women and their families. And where women do lack support from their families, nontraditional programs, women's programs, and counseling centers can provide it.

Joan C. even found it on the job. "Women in my factory develop their own support network—we have parties together, celebrate promotions, etc." Women's centers and nontraditional programs often encourage women just entering the field to join such support groups. They can air their problems and get encouragement when the going is rough. They can share tips on how to handle different problems when they arise. You can find such groups at counseling and training centers, at work, or in your classes. If there are no support groups already established, many women create their own. Regardless of where you find them or who initiates them, a "support network" will be a big help in overcoming the social pressures you may run into.

Harassment, Isolation, and Discrimination

There can be still other problems caused by negative social attitudes. You may be isolated on the job to an extent, simply by the fact that you are a woman. You may be the only woman, or one of only a few women on the job. The isolation will be increased it the men in your line of work don't understand your need and/or desire for nontraditional work. They may feel threatened by you, especially if you sound strongly feminist.

Knowing what to expect and preparing yourself for it before going on the job, however, is sometimes enough to prevent problems. You should know, for example, that men in the industrial, mechanical, and construction industries may be more difficult to deal with than men in the scientific, engineering, and technical fields. Resentment may be more openly expressed by men in the more "masculine" crafts and trades.

On the other hand, you may be pleasantly surprised and meet with only a kind of "freshman hazing." Many new male workers meet with this as well.

Whatever actually happens, however, it's wise to be prepared for some resistance. When you walk onto the worksite for the first time, you will need confidence, a lot of respect for yourself, and a strong belief in and desire to do what you're doing.

The women already in nontraditional jobs can best describe the wide range of responses you can expect from male co-workers. Many women in the technologies report little or no discrimination or harassment. Nevertheless, Patricia B., the air-conditioning technician, found out that although "no one says 'get out of here,' the snickers behind the hands made me feel foolish." Susan F., the electrician, found more hostility in the construction field. "I had an idea that I wasn't going to be accepted as just another worker. But I was really surprised about the way the men acted towards me—it was worse than I thought it would be."

On the other hand, Rita S., the operating engineer, was delighted with her reception: "I went into it expecting harassment. But it was unbelievable the **respect** I've been getting from the men—it's more than I ever got as an office worker."

In addition to winning your co-workers over, you may also have to win your supervisors over. Reactions from them can vary as much as your co-worker's reactions. They can range from acceptance and support to harassment and/or outright discrimination.

Miriam W., a pipe fitter, found that "my foreman felt any woman in that work was only there to 'hustle.' But he finally accepted me and changed a lot of minds. It still took longer for me to get raises than it did the men, though." Anna T., a metal craft worker, had a similar experience: "My supervisor wasn't geared to helping, or taking a special interest in women's needs. He didn't give me the experience I needed on the job, the opportunities.

Charmaine P., an electrician's apprentice, met with more than a lack of interest: "Everybody has some setbacks—you just have to find another way to handle the problem. It was real tough for me. **Everyone** said I was doing a swell job—and I even knew I was. But the foreman put 'Not doing her share of work' on my record, just because he didn't want a woman on the job. Man, that was tough to take! I wanted to quit, then I talked to myself . . . and I'm going all the way to the finish line."

Bonnie S., who works for a paper company, found a completely different attitude with her supervisors. "Really goo things happened to me. I had understanding supervisors who answered by question. It's very important to have good supervisors."

The range of reactions to women in nontraditional jobs, then, can be great. Cheryl W., the carpenter, sums it all up philosophically. "The worst of it is getting the men to give you a chance to learn. There is a political struggle—you have to find a common ground and establish it with the men. You realize that you're representing all women, and you have to fight your own prejudices. Otherwise you may jeopardize other women coming into the trades. But believe you can do it and you can."

Overcoming Harassment, Isolation, and Discrimination

Clearly there is no way to predict what your experience will be when you apply for or accept a nontraditional job. Ultimately, your acceptance will depend a great deal on a combination of things: the job, the employer, the particular group of men you are working with, and your own skills, attitude and approach. Although it may seem slight at times, you do have a degree of choice in all of these items.

As noted at the beginning of this section, the occupational field you select may be related to the degree and kind of harassment you may encounter. If you are certain that you cannot or do no wish to deal with the possibility of harassment and/or isolation or discrimination, you can choose your occupation from the more "neutral" career fields. These include the engineering and science technologies and the better-paying jobs in the health field.

Even then, however, you may want to ask some questions before you apply for a job. You might find out, for example, whether a particular employer has other women in nontraditional jobs and how satisfied those women are with their employer and co-workers. Your school placement office, or local State Employment/Job Service representative should be able to give you such information before you submit your application or go for an interview. Other working women may also know the "reputations" of local employers. You can then place your applications where you know they will be best received.

Even if you know a particular employer will treat you fairly, you still have no guarantee of how fair your co-worker and supervisors will be. If the employer has made it clear that he/she is serious about protecting women from harassment or discrimination, supervisors are likely to follow suit. Co-workers, however, cannot be controlled so easily. Some jobs require you to move from different job sites frequently—as in the construction trades, for example. You will then have a new supervisor and new co-workers to deal with each time you are reassigned. One group may react to you quite differently, of course, from another group.

Many women in nontraditional jobs have found that hostility and harassment can be affected to some degree by their own attitudes and competence on the job. First of all, remember that men who will harass or discriminate against women in nontraditional jobs are generally the same kind of men who will harass or discriminate against women in traditional settings. Many women are adept at handling harassment in the traditional setting. They will find that they can apply many of the same strategies in nontraditional settings.

Nevertheless, your own basic attitudes can be as important as specific strategies. Kathy L., a painter, believes "you've got to be a certain kind of woman to get into this kind of work—not militant or manly. There will be a lot of jokes—but take it easy—laugh it off. Don't try to change 'Brotherhood' to 'Sisterhood'—don't get so uptight." Patricia B., the air-conditioning technician, notes that a lot of the joking is just "good natured teasing" and should be taken that way. Lisa T., a construction worker, just laughs. "You've got to have an open mind. A **very** open mind." And Catherine F., the electrician, found that "lots of them—the crew—had chauvinistic attitudes to begin with. But they saw that I was there to get ahead, and not to champion women's rights. They saw I was trying very hard to become a good electrician, and they were more receptive."

Ethel T., a semi-truck driver, found that her directness and positive approach worked wonders. "I'm honest with them. I ask for help, for instruction. I don't try to prove I know everything because I don't. Now they look after me a little; they look out for me. It was a revelation how nice they are. It's a big mistake to try to prove you're better than they are—treat them with the same respect you want yourself." Ethel's CB name with the other trucker is "Half-Pint—I only weigh 100 pounds."

Joan C., the machinist, has a similar story in a factory setting. "Women can look for support from older men five to ten years from retirement. They know we aren't going to take their jobs. They know we care that they are good machinists; they're pleased to see how well we listen. They teach us things we couldn't learn any other way." Some younger men, however, she finds, are often threatened. They are too "traditional" to be able to establish such a helping relationship with female workers. Some women, on the other had, find the opposite to be true.

Linda O., the truck driver, relies on her competence on the job to change attitudes and stop harassment. "Don't fight back verbally," she cautions, "unless you have a terrific wit about you. Arguing won't change anything. Just ignore them and show them how well you can do your work." Linda found that "resistant men give you the toughest, dirtiest detail to make you quit. You need to make it through this, then they'll help you."

But a positive attitude and competence in your job alone is not always enough. There will be times when you will have to assert yourself verbally as well. Learning to speak up for yourself and your rights, confidently, firmly, but pleasantly, is called "assertiveness." The result of assertiveness is that you make your point while keeping the lines of communication open. Assertiveness is opposed to aggressiveness, which prompts you to **fight** for your rights when fighting isn't necessary. Aggressiveness cuts off communication and results in alienation.

Most women's centers and nontraditional training programs offer free courses in assertiveness training. So do many community colleges and adult education programs, but there is usually a small fee for those. Many programs also provide sessions on confidence building. This could be very valuable, especially if **both** confidence building and assertiveness training are given, whether separately or together.

In most cases, supervisors or co-workers will come around. But you must be a hard and competent worker with some assertiveness skills, a lot of patience, and a sense of humor. If, after all of this and a little tie, you are still getting outright harassment, it's time to take legal steps. It is a fact that the actions of employers and supervisors can be influenced to an extent by law. It is important, therefore, that you learn your rights before you apply for a job.

You can get information about your job rights at your public library or from several different federal agencies. A very helpful publication is free from the Women's Bureau of the U.S. Department of Labor, Washington D.C., 20210. It is called "A Working Women's Guide to Her Job Rights."

Briefly, Title VII of the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972 make it illegal to discriminate in hiring or firing. These laws also cover wages, fringe benefits, classifying, referring, assigning, or promoting employees, training, retraining, and apprenticeships. The 1972 law covers most employers and labor unions with 15 or more employees or members.

Additionally, Title IX of the 1972 Education Amendments prohibits sex discrimination against students and employees of education programs and activities receiving federal funds. The Education Amendments of 1976 also addresses sex bias and sex stereotyping in federally funded vocational education programs. Besides such federal laws, most states have Fair Employment Practice laws.

All of these laws make discrimination on the basis of sex illegal. It is, for example, illegal to prevent you from applying for a job for which you qualify. It is illegal to refuse you training or a job for reasons based solely on sex. It is also illegal to do anything on the job or in the training that interferes with your ability to perform your work effectively—harassment, for example. Harassment, including sexual harassment, can be a serious problem and women should be aware of the legal definition and what can be done about them. The Women's Bureau has published a list of readings on sexual harassment that you should find helpful. Write them at the address given above. There is no charge.

If you feel you have been denied a job because of your sex (or race), you have the right to file a complaint with the Equal Employment Opportunity Commission. If you are being harassed or discriminated against on the job, you may place a formal or informal complaint with your supervisor. If your supervisor is unable or unwilling to settle the problem to your satisfaction, you have a right to go the the next person up the line. (If the supervisor has tried to settle the problem and failed, he/she should take it further up him/herself.)

Generally this is all it takes to get some action. But if the problem continues, you may need to take further action. In this case, you should file a formal complaint through the appropriate company channels. Few companies will fail to respond to such action, but if they do, you may have to contact a civil rights lawyer. Some organizations such as the Civil Liberties Union and local Legal Aid societies will advise you and/or take your case free of charge or for a nominal fee.

These are the legal steps you can take to protect yourself from discrimination and harassment. Regardless of your rights and the legal steps you can take, however, even simple forms of hazing can get to you if you aren't prepared. You will need to "psych yourself up" to the isolation. You may be the only—or one of a few—women on the job. You will need to be prepared for possible harassment. You can research your job rights and learn assertiveness. But you can't know the depth of your own reactions until you are in the situation.

In the end it is good to listen to teamster Deborah P. "As for the hassling, every situation is different because it involves different people. If you feel better crying, that's fine—but try to do it in private. Most important—remember that you can make it. Don't get a down attitude—you really can succeed!"

How Employers and Unions Can Help You Overcome the Barriers

You should have enough information to look out for your job rights yourself. You may find, however, that some employers and unions have already taken action to protect you. Many companies are experiencing a shortage of workers in a number of areas, especially new occupations or computer-related occupations. They are eager to hire any well-trained, qualified worker. Unions refer their qualified men and women to these employers. Such employers and unions will likewise take action to prevent harassment and unfair evaluation practices. Many already have.

Besides protecting workers from harassment or discrimination, some companies have gone even further. Companies that hire women for jobs where heavy lifting (of industrial machinery, diesel engine parts, etc.) is required have provided workers with hoists and pulleys. Besides making it possible for women to do the work, they often cut down greatly on back injuries and lessen fatigue for everyone. Increased production is the result. Of the more than 35,000 occupations today, there are few in which brute strength cannot be replaced by technology. Employers need only to become aware of the adjustments they can make to help women contribute to the work force.

Many employers and unions also provide free on-site training to help upgrade workers in lower-paying and/or dead-end jobs. Others send women and minorities, as well as men, to receive off-site training. They reimburse the worker for the cost. Some unions and employers have even make it possible for female workers to get pregnancy disability pay.

Advantages of Nontraditional Jobs

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

Salary

Nontraditional jobs often afford the opportunity for better pay for women. With more jobs to choose from there is a better chance of getting a better-paying job. Jobs traditionally held by men do pay better wages. Furthermore, men working in jobs which are nontraditional for them (the female-dominated jobs) often earn more than women who work in those fields.

Advancement Opportunities

Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journeyworker, to supervisor, to superintendent, and so on. Worker in some trades start their own contracting businesses.

Benefits

In nontraditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.

The Work Itself, Satisfaction

The greater the range of experience a job offers and the more options it makes available, the greater the chances for self-satisfaction.

Education/Training

Most nontraditional jobs require specialized skills, which are usually compensated according to the amount of training or education. Apprenticeship training, for example, usually provides beginning wages equal to half of what the trained journeyworker earns. As the apprentice learns and performs better, she or he generally receives periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journeyworker wages. This process enable trainees to earn while they learn.

Work Hours

Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provides a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Exploring a Nontraditional Job Will Help You . . .

- Choose a career
- Gain self-confidence
- Evaluate yourself and the job
- Get to know your community
- Meet new people
- Learn about nontraditional jobs

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Center on Education and Work, School of Education, University of Wisconsin-Madison.

Exploring a Nontraditional Job Will Help You . . .

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Women and Nontraditional Work: Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related.

Social/Cultural

- Socialization to traditional female roles
- Unsupportive family and friends
- Negative attitudes of classmates and co-workers
- Lack of self-confidence and assertiveness
- Lack of female role models
- Limited experience with tools and mechanical operations

Education and Training

- Limited information provided about nontraditional options
- Females directed toward traditional classes
- Lack of support for sex equity efforts by instructors and other personnel
- Lack of prerequisite classes such as math and science
- Limited access to on-the-job training and apprenticeships
- Lack of support services—child care, transportation, counseling, etc.
- Sexual harassment in classrooms

On-The-Job

- Discrimination in hiring, firing, promotion or lay-offs on basis of sex, race, age, physical build/ability
- Sexual harassment on site
- Isolation on the work site
- Lack of support from unions
- Lack of support services

Think About Physical Requirements

These are examples of physical requirements and abilities that might be necessary for certain nontraditional jobs. Check off the ones needed for this job and then check whether *you have them or not.*

Physical Requirements:

◊ Special Height ______
◊ Special Weight ______
◊ Good vision without Glasses ______
◊ ______
◊ Good vision with Glasses ______
◊ Special Voice Qualities ______
◊ ______
◊ ______

Physical Abilities

◊ Driving Ability ______
◊ Climbing Ability ______
◊ Tolerate Strange Smells ______
◊ Work in High Places ______
◊ Work in Cramped Places ______
◊ Work Outdoors ______
◊ Lift Heavy Objects ______
◊ Work in Dusty Areas ______
◊ Work in Cold Areas ______
◊ Work in Hot Areas ______
◊ Stooping Long Periods ______
◊ Standing Long Periods ______
◊ Sitting Long Periods ______
◊ Distinguish Colors ______
◊ ______
◊ ______

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Consider Sex Roles and Job Roles

Are most of the people performing this job of the same sex? ______________________

If your answer was "Yes," are most of the employees men or women? ______________

Most jobs can be performed well by both women and men, even though in the past they may have been held by mostly men or mostly women. Sometimes problems occur when a person begins working at a job which is nontraditional for their sex. Some possible problems include unfriendly co-workers, unequal distribution of job responsibility, sexual harassment, unfair "testing" of your abilities, unfair wage and promotion practices, etc.

If you think you might have problems doing this job because it is nontraditional, make a list of all the problems you think you might find. Next to each problem write down things that you could do to solve the problem, and other people who could help.

Problems	**Things That I Can Do**	**Others Who Could Help Me**

List community resources that can help you if an employer discriminates against you on the basis of race, sex, or handicap:

Organization	**Address**	**Phone**

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Bureau of Labor Statistics: Employment of Women in Nontraditional Jobs

The number of employed women has risen by nearly eight million over the past five years, and their proportion in many occupations has also increased. Much has been written about the progress women have made in entering many professional occupations, such as engineering, medicine, and the law. However, similar progress has not been made in the skilled trades. Women continue to be dramatically under-represented in these occupations, and their position has changed little over the past five years.

During the first half of 1988, women accounted for 45 percent of all employed workers, but for only nine percent of the skilled precision production, craft, and repair workers and 26 percent of the operators, fabricators, and laborers. Within these broad occupational groups, women remain concentrated in a few "traditionally female" categories, as noted below. These findings are based on data from the Current Population Survey, a monthly household survey conducted by the Bureau of the Census for the Bureau of Labor Statistics.

(Numbers in thousands)

Occupation	First 6 months of—			
	1983	1988		
	Women as percent of total	Total	Women	Women as percent of total
Total, all occupations	43.8	113,634	51,087	45.0
Precision production, craft, and repair	7.7	13,562	1,185	8.7
Mechanics and repairers	3.0	4,504	156	3.5
Construction and extractive occupations	1.8	5,121	106	2.1
Precision production occupations	19.9	3,937	924	23.5
Operators, fabricators, and laborers	27.0	17,450	4,482	25.7
Machine operators, assemblers, and inspectors	42.8	8,005	3,263	40.8
Sewing machine operators	94.4	740	671	90.7
Transportation and material moving occupations	8.1	4,728	435	9.2
Busdrivers	45.7	460	212	46.1
Handlers, cleaners, helpers, and laborers	16.6	4,718	784	16.6
Construction laborers	2.0	726	21	2.9
Hand packers and packagers	63.7	275	171	62.2

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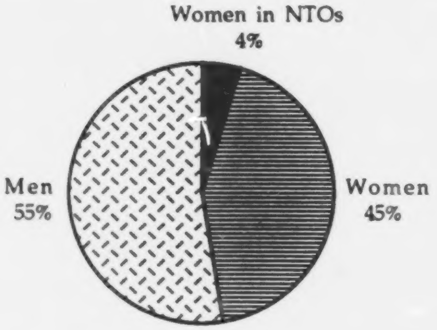
Women and Nontraditional Work

Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
	4,700,000	

Between 1983 and 1988, the number of women in nontraditional jobs remained relatively unchanged at 4% of the total workforce.



Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

Characteristics	% of All Women Working in: Traditional		Nontraditional
Race	85%	white	86%
	15%	non-white	14%
Age	48%	under 35	45%
	52%	over 35	55%
Marital Status	58%	married	55%
	42%	single	45%

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Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing Machine Operator	$191	$440	Mail Carrier
Data Entry Keyer	$298	$335	Construction Worker

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

	Percent Female	
Occupation	1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past five years.

	Percent Female	
Occupation	1983	1988
Electrician	1.5%	1.4%
Upholsterer	26.2%	22.0%
Machinist	4.1%	4.8%
Telephone Installer	9.9%	12.1%

Women In Nontraditional Occupations

In 1988 51.7 women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	**# of women in NTOs**	**Examples**
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
Total	4,700,000	

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Nontraditional Occupations Earn More

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing	$191	$440	Mail Carrier
Machine Operator/ Data Entry Keyer	$298	$335	Construction Worker

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Equal Pay?

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

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Trends in Nontraditional Occupations

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

Occupation	Percent Female	
	1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Reprinted from **National Commission on Working Women of Wider Opportunities for Women,** 1325 G Street, N.W., Lower Level, Washington, D.C. 20005. (202) 737-5764.

Stereotype Cracks: Woman Climbs Poles for WPL

By Kathleen Ostrander
Rock County Correspondent

JANESVILLE - Christine McKeown's second career has taken her to great heights.

Heights of between 25 and 75 feet.

She's the sole female line technician for Wisconsin Power and Light Co., as well as the first female graduate of the Blackhawk Technical College (BTC) Electrical Power Distribution Program.

McKeown, 32, worked for General Motors until 1986 when, as a 10-year employee, she qualified for GM's pension plan.

"I had moved to Fort Wayne (Ind.) and wanted to come back to a good quality job to support myself," she said, noting that BM had moved jobs from Janesville to the Indiana city. "I heard about the BTC program from one of my friends, and I tried to get in the first year but didn't."

There is tremendous competition to get into the training program, say BTC officials. There were 80 people vying for the 18 spots in the first year, and students were chosen by lottery.

McKeown was not chosen, so she used that year to take some mathematics and other prep courses.

"The second year, it was first-come, first-served," she said. "I got there at 8 a.m. Sunday for the 8 a.m. Monday registration and I was fourth in line.

"We had good weather. We say out in lawn chairs and slept over night. We watched the Packer game and watched the sun come up, go down and come up again."

As a line technician apprentice, McKeown is one of the people who climbs the poles to string or repair power lines and fix electrical problems.

"There's a big emphasis on climbing, but some of the operations on the pole are complicated. You have to be able to lean back and loosen the belt to get the maneuvering room," she said.

But climbing was hard, and scary at first, she said. And she was afraid of heights.

"I had to work hard, but some of the guys did, too."

"I didn't . . . apply for the job because I wanted to be the first woman and to show as a woman I could do it. I wanted to do it as a career. I think the guys (in the class) knew it. They rooted for me and saw that I worked hard," she said.

McKeown, who started work earlier this month, says it's going to be great. As an apprentice, she starts at $14.67 an hour and she says the money is nice. However, she said it's even nicer to have gone through the program, graduated and gotten hired.

"You have to be kind of acrobatic to be able to perform the functions at the top of the pole," she said. "It does take brain work because of the electrical skills."

Reprinted from the *Wisconsin State Journal*, June 15, 1991.

"It's not a very feminine job—you wear big boots, big coats, carry lots of equipment and have to be physically very strong. It's not like being a mechanical engineer where you can work with a lot of men and still wear a skirt and be feminine."

McKeown said her parents are very proud and supportive. And, she said, the BTC program had a lot to do with her success.

"The school's facility is excellent and we had an excellent teacher. We are blessed to have such a school in the area," she said.

Voc-ed School Promotes Nontraditional Careers

Rock County correspondent

JANESVILLE - Male nurses, women welders, lady line technicians and female mechanics: Blackhawk Technical College's award-winning Sex Equity Imprinting Program can tell future breadwinners about all those occupations without regard to gender identification.

Beth Pierce, the program's director, tries to teach adults and those choosing a career that non-traditional jobs are OK.

"We are funded to work with adults, but we do have limited funds to start early," Pierce said. "Children are choosing careers earlier and earlier and we want to get to them early."

One of Pierce's success stories is Christine McKeown, a line technician with Wisconsin Power & Light Co.

"I took her, a male nurse and a couple of female welders and mechanics to one of the high schools, and the response was just tremendous," said Pierce, of Janesville.

McKeown is a dynamic speaker who makes a tremendous impression on the young people, she said.

The Blackhawk Technical College (BTC) program is a part of a systemwide vocational education goal to encourage and promote enrollment by opposite genders into gender-dominated roles.

"Much of the emphasis is on women in traditionally male-dominated roles," said Pierce, "But that is because we have to promote them into jobs that pay enough to support them. Traditionally, women-dominated fields are low-paying," she said.

BTC has just completed a specialized grant program which allowed the college to pick up all costs associated with schooling for single-parent economically disadvantaged women. "The big plus there," said Pierce, "was that the grant picked up child care which is a big cost and big disadvantage. We have women attempting to get off welfare and go into a non-traditional job and they have tremendous obstacles to overcome with the high costs of child care," she said.

"They asked me to do a summary of that program, "said Pierce. "I think I'll just submit all the thank you cards from the women who are now self-sufficient."

Reprinted from the *Wisconsin State Journal*, June 15, 1991.

Some Nontraditional Job Opportunities For Women

Professional

- Engineering
- Law
- Medicine
- Science
- Mathematics
- Geology
- Environmental Science
- Architecture
- Landscape Design
- Forestry
- Geography
- Anthropology
- Foreign Science
- Journalism
- Psychology
- Educational Research/Administration
- Accounting
- Protective Services (Fire/Police)

Marketing

- Commission Sales
- Graphics
- Advertising
- Freight Forwarding
- Shipping (Domestic/International)
- Transportation (Airlines/Trucking)

Technical

- Airplane Pilot
- Air Traffic Controller
- Computer Technician
- Computer Programmer
- Electronics
- Radio/T.V.
- Drafting
- Chemical Technician
- Medical Technician
- Surveyor
- Photographer

- Engineering Technician
- Mathematical

Skilled Crafts/Trades

- Telephone Repairer
- Office Equipment Repairer
- Small Appliance Repairer
- Tool and Die Maker
- Construction
- Plumbing
- Electrical
- Auto Mechanics
- Diesel Machines
- Masonry
- Carpet Layer

Apprenticeships

- Drywall Finisher
- Lather
- Carpenter
- Electrician
- Metal Fabricator
- Millwright
- Plumber/Pipefitter
- Bricklayer
- Cement Mason
- Glazier
- Plasterer
- Iron Worker
- Painter
- Heavy Equipment Operator
- Tilesetter
- Air-Conditioning Mechanic
- Meatcutter
- Printer
- Boiler Maker
- Carpet Layer
- Welder

Training Programs

- Auto Mechanic
- Diesel Mechanic
- T.V. and Radio Repairer
- Auto Body Repairer
- Electronics
- Machinist
- Replacement Parts Management
- Welding
- Drafting Technician
- Surveying
- Mechanical Engineering Technician
- Forestry Technician
- Chemical Technician

Other Jobs

- Sales: Commission
  - Auto
  - Insurance
  - Furniture
  - Appliance
- Laboratory Technician
- Dental Lab Technician
- Driving:
  - Local
  - Long-Haul
  - City Bus
  - Taxi
  - Ambulance
  - Commercial Driver
  - Furniture Mover
  - Heavy Equipment
  - Greenskeeper
- Fire Fighter
- Fire Watcher
- Tree Planter
- Park Aide
- Meter Reader
- Utility/Telephone Installer
- Sewage Treatment Operator
- Water Treatment Operator
- Chemical Plant Operator
- Gas Station Attendant
- Tire Changer
- Parts Runner
- Shipping/Receiving Clerk
- Mail Deliverer
- Office Equipment Repairer
- Appliance Repairer
- Laborer, Road
- Laborer, Construction
- Production/Mill Worker
- Flag Person
- Security Guard
- Warehouse Worker
- Lumber Yard Attendant

- Roofer
- Cabinet Maker
- Upholsterer
- Store Detective
- Custodian

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Nontraditional Job Descriptions

"People think electronics is just fixing TV's, but it's much more. And the field is fantastic for women." (Marie M.)

Job Title	**Electronics Technician**
Job Duties	Electronics Technicians lay out, install, repair and/or operate electronic equipment. They may specialize in computers, radar, missiles and spacecraft, or TV and radio equipment. They assemble experimental models and test them, recording results and recommending changes. Electronics Technicians also write technical reports. They develop charts and graphs to describe systems and their problems to engineers, who develop new designs and procedures. Electronics Technicians may also make items such as coils, terminal boards, and chassis, as the need arises. To do this they use bench lathes, drills, and other machine tools. They may also tech and supervise lower grade technical workers; Electronics Technicians are supervised by an engineer.
Job Environment	Electronics Technicians generally work in clean, quiet, well-lighted and air-conditioned areas. The work is not strenuous, but the pressures of spotting problems and making fast diagnoses and quick repairs may be great. Technicians may be required to work irregular or late hours.
Interests and Abilities Needed	You enjoy (or think you might enjoy) activities such as: • building models • repairing radios, TV's, or amplifiers • reading technical articles • studying science • solving math problems You should also be able to: • visualize and make things from patterns or blueprints • solve problems, using facts and personal judgement • work accurately with detail • work on different projects and with changing situations • deal with different kinds of people

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980, with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You will also need:

- good color vision
- good manual dexterity
- good hand-eye coordination

Training Needed

One to two years of postsecondary school training, two years of college study in the sciences, or a three to four-year apprenticeship. Occasionally employers will train. Or, more likely, once you have gotten the basics they will help you upgrade by paying your tuition or offering company courses.

Job Outlook

Varies with specific industrial activity, economic conditions, and defense spending. Expected to increase faster than average due to the surge of computerization and the increase in defense spending.

Job Benefits and Advancement

Generally excellent benefits, varying with the size and policies of the manufacturer. Advancement may be to technical sales or as a manufacturer's field representative or federal employee. You may move into production supervision, industrial safety, or—if you have good writing skills—technical writing. Additional study can lead to an engineering degree.

Salary

Starting salaries with a two-year postsecondary program are about $13,700 nationally. The average salary for all Electronics Technicians is slightly over $20,000.

Related Jobs

Electrical Technician, Semi-conductor-Development Technician, Instrumentation Technician, Electrical Drafter, Electronic Drafter.

> "I've got the most interesting job in the Company! It's never boring, and the education is there for the listening." (Theresa B.)

Job Title

Metallurgical Technician (also Metallurgical-Laboratory Assistant, Metallurgical Tester, Physical-Laboratory Assistant)

Job Duties

Metallurgical Technicians examine and test metal samples to determine their physical makeup. They study the samples under microscopes to note their structure and characteristics. They run tests to see how the metals react under different conditions, such as wind, temperature, and stress.

To study a specimen, the Metallurgical Technician mounts it in epoxy, polishes it, and etches it. Etching involves treating the metal with acid to make its structure more easily seen. Specimens are then photographed in order to measure the size of the grain and determine their hardness.

Metallurgical Technicians also examine metal and alloy samples with X-ray, gamma-ray, and magnetic-flux equipment. In this way they can check it for internal fractures, impurities, or other defects. Numerous other tests are run to determine the strength or other properties of the different metals.

Metallurgical Technicians also submit written reports on the various tests and their results. They work under the supervision of a Metallographer.

Job Environment

Work is conducted in clean, well-lighted, and air-conditioned laboratories.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- using test tubes, microscopes, or other scientific equipment
- reading scientific or technical manuals, or other scientific equipment
- collecting rocks and identifying the minerals present
- studying algebra or geometry
- weighing facts and thinking problems through

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You should also be able to:
- understand scientific language and symbols
- follow technical instructions given verbally, in writing, or in the form of charts and graphs
- use eyes, hands, and fingers to operate delicate equipment

You will also need:
- good vision
- a good memory
- precision and accuracy
- good observation of detail

Training Needed Minimum on-the-job training is apprenticeship by the employer or two years in a postsecondary school. Apprentices must have high school science courses.

Job Outlook Jobs can be found in most parts of the country. Employment of Metallurgical Technicians is expected to increase faster than the average for all occupations throughout the 1980's.

Job Benefits and Advancement Benefit and advancement opportunities are excellent. With further study and experience you can advance to technologist and even engineering positions.

Salary Salaries are rising rapidly. Starting salaries are about $13,700, while average salaries for all workers in the field are slightly over $20,000.

Related Jobs Ultrasound Technologist, Sampler (minerals and earth), Film Laboratory Technician (motion pictures), Assayer, Chemical-Laboratory Technician, Hot-Cell Technician, Drug Technician, Scientific Helper, Quality-Control Technician.

"I love the outdoors and I prefer working in a group. This job is just perfect for me." (Geraldine E.)

Job Title **Surveyor**

Job Duties

Surveyors plan, organize, and direct survey parties of four to seven people. With their teams they pinpoint the exact location and measurements of points, elevations, lines, areas, and contours of the earth's surface. In this way, they establish official land boundaries, research deeds, writes descriptions of land for legal purposes, help to set land valuations, measure construction and mining sites, and collect information for maps and charts.

Some surveyors specialize in highway or land surveying, working for state or federal government or architectural or contracting companies. Others specialize in mining, pipe-line, gravity or magnetic surveying and work for mining, petroleum, or natural gas companies.

In order to get the information they need, Surveyors may research previous survey information, maps, deeds, aerial photographs, and other records. They must keep accurate notes, records, and sketches to describe the work performed. They coordinate their findings with the work of engineering and architectural staff, clients, and/or others involved in the project. Surveyors who locate and describe land boundaries are legally responsible for their work. They must be licensed by the state.

Job Environment

Surveyors spend much of their time outdoors where working conditions ar determined by the weather. They often work overtime in the summer. Thermal underwear in the winter and boots to avoid snakebites, poisonous plants, etc. are standard equipment. Hiking and climbing with heavy packs of equipment is necessary. Surveyors sometimes must commute long distances or find temporary housing near the survey site. A considerable amount of work is done in the office preparing maps, sketches, and reports.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:
- working outdoors
- climbing and hiking

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- mechanical drawing and drafting
- working math problems in your head
- making models of airplanes or cars following detailed plans
- studying sciences such as physics or chemistry
- working with scientific formulas

You should also be able to:

- work closely with people as a team
- visualize and understand objects, distances, sizes, and other abstract forms
- pay attention to minute details
- have leadership and supervisory qualities

You will also need:

- physical stamina to work outdoors and carry heavy equipment
- good eyesight, coordination, and hearing

Training Needed

One to three years of postsecondary training plus on-the-job training. High school graduates with little formal training sometimes start as surveyor helpers. Three to eight years of experience and passing a written exam is generally required for licensing.

Job Outlook

Expected to increase as fast as average for all occupations through the 1980's.

Job Benefits and Advancement

Benefits will vary with the type company you join, but they are usually very good. With experience, Surveyors can advance to **Party Chief** and finally to **Licensed Surveyor**. Some companies will hire high school graduates as **Surveyor Helpers**. After several years of on-the-job experience along with some formal training, Surveyor Helpers can advance to Instrument Assistant and then to Party Chief. Those with postsecondary school training in surveying can begin as Instrument Assistant and work up. Promotions are often based on written examinations as well as experience.

Salary

Starting salaries for beginners with associate degrees and courses in surveying range from $13,000 to $16,000. The average salary for workers in the federal government is about $25,000.

Related Jobs

Cartographic Drafter, Field-map Editor, Geodesist, Map Editor, Mosaicist, Photogrammetric Engineer, Photogrammetrist, and Topological Drafter.

> "I like the money. I want to be challenged. The work changes, so I don't get bored. And I have relatives who are lithographers, too." (Debra F.)

Job Title **Lithographer**

Job Duties

Lithographer is a general title for offset-print workers. Lithographers generally specialize in one of several areas: camera operators, lithographic artists, strippers and platemakers. Camera operators take photographs of the material to be printed and develop negatives. Lithographic artists make whatever corrections are needed on the negative. They use special chemicals, dyes and tools to sharpen images, lighten negatives or darken areas. the stripper then makes layouts by arranging and pasting the negatives on layout sheets called "flats" or "strip ups."

After photographs are made, they are sent to platemaking departments. Here the plates are covered with special chemicals and the layout sheets are set on top of the plate and exposed to strong lights. The plates are treated to bring out the images. Then the plate is put on the press while a lithographic press operator adjusts the pressure, water and ink rollers, mixes the inks and operates the offset press.

Job Environment

You will be on your feet most of the day and sometime work overtime. For lithographic artists and strippers, the work can be tiring because of the fine detail. It is not, however, physically demanding. Platemakers work with toxic chemicals and may have skin irritations. Work areas are usually air-conditioned and well-lighted. Some lithographers work at night.

Interests and Abilities Needed

You should enjoy (or think you might enjoy) activities such as:
- painting, drawing, or modeling
- decorating and creating decorations for objects such as cakes, ceramics, pottery, etc.
- working paint-by-number pictures
- using wood-burning tools to make designs
- working with your hands and making things such as jewelry, pottery, etc.

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- turning out quality work
- studying chemistry and some other sciences

You should also be able to:

- determine which art tools are best for different purposes
- visualize the finished product from drawings and sketches

You will also need:

- good manual and finger dexterity
- patience and precision
- good eyesight

Training Needed

Employers sometimes hire high school graduates with art or photography hobbies and courses. The best opportunities, however, are for graduates of a two-year course in printing technology. Five year apprenticeship programs are occasionally available in which you can work and get paid as you learn. Or you can start as a helper and later apply for apprentice training through the employer or unions. The Graphic Arts International Union, for example, has a PEP program (Project for Equal Progression) in which union women are upgraded from lower paying, dead-end jobs to skilled jobs within the trades.

Job Outlook

The whole field of offset printing continues to grow rapidly. Job opportunities, therefore, are expected to increase faster than average for all occupations in the 1980's.

Job Benefits and Advancement

Benefits and advancement opportunities vary depending on the size and type of company you are with as well as whether you are unionized or not. With experience, you may advance to supervisory positions, open your own business, or do free-lance or contract work.

Salary

Starting salaries for lithographers will run from $14,000 to almost $17,000. Average salaries for all lithographic workers are about $28,000.

Related Jobs

Sign Painter, Jeweler, Decorator, Engraver, and Photoengraver.

> "There isn't any question about women being able to do this job—Rosie the Riveter proved it a long time ago. And I'm sure glad she did—I love the job and I love the pay." (Andrea D.)

Job Title

Welder (Arc, Gun, Gas, Resistance, Solid State)

Job Duties

Welding is the process of joining pieces of material, usually metal, by melting them with extreme heat. For each type of welding, different processes are used to create heat and apply it to the parts to be joined. In arc welding, heat is created by electricity. In gas welding, burning gases melt the metal. Gun welding involves the use of electrodes to heat the metal to the joining temperature. Other processes include resistance and solid state welding.

Welders are protected from burns and eye injuries by wearing protective clothing. This includes safety shoes, goggles, and helmets with protective lenses.

Job Environment

Good lighting and ventilation, but may be exposed to toxic fumes and extreme heat. Highly skilled workers may spend long periods of time in booths where they may by isolated from other workers. Welders are often in contact with grease, rust, and dirt on the metal surfaces.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:
- building models according to detailed plans and instructions
- studying science
- working basic math problems
- working with your hands

You must also be able to:
- work with precision
- work in cramped or awkward positions
- concentrate on detailed work for long periods

You will also need:
- good eyesight
- good hand-eye coordination

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Training Needed	Unskilled welding jobs require only on-the-job training. Preference is given to applicants with high school or some vocational school training in welding. Courses in shop math, mechanical drawing, blueprint reading, physics and chemistry are also useful. Semi-skilled welders can obtain jobs with a few months to a year of postsecondary training. Skilled welders hold associate degrees or sometimes obtain training through apprenticeships. Many go on for further advanced training, often at the expense of the employer.
Job Outlook	The need for welders varies somewhat with the economy. Employment of welders is, nonetheless, expected to increase faster than the average for all occupations through the 1980's.
Job Benefits and Advancement	Benefits depend on the size of the company, type employer, and the industry you work for. Many employers train and upgrade unskilled and semi-skilled workers at no expense to the employee. Skilled welders nay be promoted to welding inspectors, technicians, or supervisors. There is a strong demand for experienced welders with college training in the composition and behavior of metals. These welding engineers develop new uses for welding. A few experienced welders open their own repair shops.
Salary	Semi-skilled industrial welders average \$10 an hour (up to \$23,000 a year.) More highly skilled welders in construction earn considerably more, about \$13.50 to \$14.50 an hour. Their work is seasonal, however, and it often involves considerable overtime. There is, therefore, no certain annual income based on the hourly wage.
Related Jobs	Blacksmith, Forge Shop Worker, All-round Machinist, Instrument Maker (Mechanical), Machine Tool Operator, Tool-and-Die Maker.

> "Computers are an open door for women. Opportunity is there—and it's only the beginning!" (Arlene C.)

Job Title

Computer Service Technician (also Field Engineer, Customer Engineer)

Job Duties

Computer Service Technicians install and repair computer equipment. They follow blueprints and manufacturers' detailed instructions as well as customer layout plans. They direct installation, demonstrate equipment, and train workers in repair and service techniques.

Computer installation involves laying cables and hooking up intricate electrical connections between each unit of the equipment. In servicing equipment, technicians may oil, clean and adjust the parts to keep the system in good running order. Computer repair may require several hours to diagnose a single malfunction. Repairs may involve tightening or soldering wires and replacing components. Computer Service Technicians keep exact records of repairs, adjustments, and tests.

Job Environment

Computer Service Technicians generally work in large metropolitan areas where computers are used by many businesses. Installation and repair work is often done in , air-conditioned offices. Although the normal workweek is 40 hours, a considerable amount of overtime can be expected. Technicians are also on call at night for emergency repair. Some companies rotate shiftwork. Travel is usually local and does not involve overnight trips. Some bending and lifting is necessary, but the work is not strenuous. There are no work hazards other than burns and electric shock. These can be avoided by following basic safety practices.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- hobbies such as operating or building ham radios or stereo equipment
- building models according to detailed diagrams and instructions
- reading magazines or trade papers about mechanics
- repairing lamps and extension cords

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- working with your hands and fingers
- solving basic math problems

You should also be able to:

- understand mechanical detail
- use simple hand tools or machines
- visualize how a system operates
- work well with people

You will also need:

- good eyesight and color vision
- normal hearing
- a driver's license
- patience

Training Needed

One to two years postsecondary training in basic electronics or electrical engineering. Employers also consider the electronics offered by the Armed Forces to be excellent preparation for trainees.

Job Outlook

Exceptionally good. Employment of Computer Service Technicians is expected to grow much faster than the average for all occupations through the 1980's. Economic expansion and the development of new uses of computer equipment will increase the need for experienced technicians.

Job Benefits and Advancement

Most technicians work for large manufacturers where benefits are excellent. Some experienced technicians obtain advanced training (often through the company) and become "trouble-shooters." They solve the big problems and are highly paid. Experienced technicians with leadership abilities may become supervisors and service managers. Others may move into equipment sales or—with further training—programming or management.

Salary

Salaries for fully trained technicians in the computer field range from $17,500 of over $26,000. Entry-level salaries are about $15,000. Overtime pay is excellent.

Related Jobs

Appliance Repairers, Radio Repairers, Radar Mechanics, Television Service Technicians.

> "When I was a secretary, I was fascinated watching the repairmen fix our office machines. It didn't look that hard, so I decided to learn how myself. I love it and I can earn nearly twice as much." (Janet C.)

Job Title

Business Machine Repairer (also Office-Machine Servicer, Field Engineer, Office Equipment Mechanic, Customer Engineer)

Job Duties

Business Machine Repairers repair and service office machines such as adding machines, calculators, copiers, and typewriters. They visit offices for routine maintenance or to repair equipment. they operate machinery to test the parts and locate problems. They check for wear and replace worn or broken parts. They clean, oil, and adjust the machine and show operators how to use them more efficiently. When a problem is diagnosed, Business Machine Repairers explain it to the customer and make the necessary repair. Most office equipment tests and repairs are made with different types of meters and a small set of hand tools. Hand tools include pliers, screwdrivers, and wrenches. Some power tools as well as soldering and welding equipment are used.

Job Environment

Business Machine Repairers work in offices and wear business clothes. The work is cleaner than most industrial jobs and not too strenuous. There are no hazards. There is a considerable amount of local travel, but overnight is not generally involved. Repairers work with little direct supervision. They set up their own maintenance and repair schedule, allowing for emergency repairs.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- building models according to diagrams and detailed instructions
- reading magazines or trade papers about mechanics
- repairing electrical things around the house
- working with your hands and fingers

You should also be able to:

- understand mechanical detail
- use simple hand tools

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- visualize how a system works
- work well with customers

You will also need:

- good color vision
- good hand-eye coordination
- good manual and finger dexterity
- a driver's license
- patience

Training Needed

One to two years of technical training in electricity or electronics. Occasionally employers will hire directly from high school if a student has basic electronics courses and/or hobbies involving electronics. Such employers often provide training. The Armed Forces also offer good basic training in electronics. Employers and manufacturers often provide seminars and other types of updating and upgrading.

Job Outlook

Excellent. The demand for Business Machine Repairers is expected to be greater than the average for all occupations through the 1980's.

Job Benefits and Advancement

Benefits vary with the size of the company, but they are generally very good. Repairers often advance to sales jobs as manufacturers' representatives. Or they may become service managers or supervisors. Some experienced repairers open their own repair shops, become independent dealers, or buy sales franchises from their companies.

Salary

Entry-level jobs pay about $14,500. Experienced Business Machine Repairers can expect to earn over $20,000. Workers who are familiar with different types of equipment earn more than those limited to one type of machine. Earnings for Business Machine Repairers are often as great as earnings for computer service technicians.

Related Jobs

Computer Service Technicians, Appliance Repairer, Automotive Electrician, Electronic Organ Technician, Instrument Repairer, Radio Repairer, Radar Mechanic, Television Service Technician.

> "I wanted to take a TV repair course, but my friends said I wouldn't like it. I loved the electronics part of it so much I enrolled in a two-year electrical technology program. I repair TV's part-time and study part-time. Going back to school changed by outlook, my priorities, my whole life!" (Carole W.)

Job Title

Television and Radio Repairer (also, Television and Radio Service Technician)

Job Duties

TV and Radio Repairers repair and adjust radios and television receivers. They tune receivers on each channel and check the picture and circuits to locate the problem. They examine the chassis, test circuit voltages, test and change tubes, solder loose connections. They repair or replace defective parts and may also install television sets. After locating the problem, they explain it to the customer and estimate the cost of the repair.

TV and Radio Repairers follow complex diagrams. They use hand tools and electronic testing instruments such as voltmeters, oscilloscopes, and signal generators.

Job Environment

TV and Radio Repairers work alone in shops or customers' homes. Conditions are generally good. Driving a van, sometimes for considerable distances, is required of technicians who service sets in homes. Possible hazards include electrical shock and strains from lifting and carrying heavy sets. Work week average from 40-48 hours and the work is generally steady.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:
- figuring out what's wrong with things that don't work
- repairing broken things
- using your arms, hands, and fingers
- working by yourself with little supervision

You should also be able to:
- understand detailed diagrams and instructions
- visualize how a system operates
- use simple math to make estimates
- lift heavy objects
- deal well with customers

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You will also need:
- good hand-eye coordination
- normal hearing
- good eyesight
- color vision
- a driver's license

Training Needed

Training for entry-level jobs can be either on the high school or postsecondary level. Programs should be in radio and television repair or electronics and run from one to two years. They include courses in math, physics, schematic reading, electricity, and hands-on repair experience.

Job Outlook

Employment in the field is expected to increase faster than the average for all occupations through the 1980's.

Job Benefits and Advancement

Benefits for technicians who work in repair shops or small stores may be limited. About one-fifth of all Television and Radio Repairers are self-employed. New technicians generally begin working in the shop under supervision. They must keep up-to-date as new technology develops. Training is often provided by manufacturers, employers, and trade associations. Workers also study on their own, using manufacturers' service manuals and technical publications. Experienced technicians in large shops may advance to supervisor or service manager. Others open their own shops. Some work as "troubleshooters" for manufacturers. Advancement to electronics technician jobs require courses in automatic controls, electronic and/or television engineering, and math.

Salary

Salaries vary widely, depending on skill levels, types of employers, and geographic locations. Some belong to unions and receive higher wages than the average. Entry-level salaries are about $13,500. The average national salary for all workers in the field is a little over $22,000.

Related Jobs

Appliance Repairers, Business Machine Repairers, Computer Service Technicians, Communications Technician, Electronic Organ Technicians.

> "Energy efficiency is the big thing these days—there are new developments all the time. I'm going to school at night so I can be a technician—this is a fascinating field!" (Frances L.)

Job Title

Air Conditioning and Refrigeration Mechanic (also Environmental-Control-System Installer-Servicer)

Job Duties

Air-Conditioning Mechanics install, service, and repair climate-control systems in homes, and commercial establishments. They use blueprints and engineering specifications to mount and assemble the system. Air-Conditioning Mechanics install ductwork and chassis parts and connect tubing and pipes. They put in filters, add freon, and test the equipment to see that it is running properly. They also replace or repair defective or worn parts.

Refrigeration Mechanics install and repair industrial and commercial refrigeration equipment. Using blueprints and engineering specifications, they determine the layouts of components. They drill holes to secure equipment and lift the components into position. They then secure the parts in place with screws, bolts, rivets, welds, etc.

When the components are in place, Refrigeration Mechanics cut, thread and connect pipes between them, add the gas to fluid to system and start it. They check to see that the system is operating properly, reading gauges and adjusting valves. Refrigeration mechanics also repair systems by replacing of adjusting worn parts. Both Air-Conditioning and Refrigeration Mechanics use electrician's hand tools and test equipment.

Job Environment

Most Air-Conditioning Mechanics work in private homes or offices, although some specialize in industrial equipment. Refrigeration Mechanics work in industrial and commercial settings. Industrial installation and repairs involve heavier work. Installing ducts may mean working in awkward positions in cramped quarters.

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Interests and Abilities Needed	You enjoy (or think you might enjoy) activities such as: • assembling clothing, or other objects according to detailed patterns and instructions • reading magazines about mechanics • solving math problems • studying science • working with your hands You should also be able to: • work accurately and precisely • use hand tools • understand mechanical detail You will also need: • good physical condition for lifting and moving heavy equipment
Training Needed	One to two years of secondary or postsecondary training. Limited apprenticeships are available and some employers provide on-the-job training. High school graduates with courses in math, mechanical drawing, electricity, physics, and blueprint reading are preferred for apprenticeships and on-the-job training.
Job Outlook	The demand for Air-Conditioning and Refrigeration Mechanics is expected to be about the same as for the average for all occupations throughout the 1980's.
Job Benefits and Advancement	Benefits depend on the type and size of the employer. Those working for large equipment manufacturers or dealers may have excellent benefits. Smaller engineering firms or contractors offer fewer benefits. Some experienced Air-Conditioning and Refrigeration Mechanics become supervisors. Some open their own contracting businesses.
Salary	Beginning wages for Air-Conditioning and Refrigeration Mechanics are about $11,000. Average wages for all workers in the field range from $28,000 to $35,000.
Related Jobs	Pipefitter, Plumber, Sheet Metal-Worker, Electrical Appliance Servicer, Electrician, Boilermaker.

> "My dad was a cement-mason. I liked to watch him work, but it was the terrazzo work that really turned me on—you can do so much with it and get such different effects." (Karen K.)

Job Title	**Terrazzo Worker**
Job Duties	Terrazzo Workers create durable and decorative terrazzo finishes for floors, stairways, and cabinet fixtures according to drawings and specifications. This is done by applying cement, sand, pigment, and marble chips to the selected surfaces. Terrazzo Workers begin this process by spreading roofing paper on the foundation surface. A mixture of sand, cement, and water is then spread over it to form the terrazzo base. Metal strips are pressed into the base to form the design or pattern and define the level of the finished surface. Once the base is completed, the Terrazzo Worker spreads a mixture of marble chips, cement, pigment, and water over it. This forms the finished surface. Marble chips are then scattered over the finished surface and a lightweight roller is pushed over it to embed the chips. After the surface dries, the Terrazzo Worker grinds and polishes it with electric-powered surfacing machines. Terrazzo Workers use tools such as trowels, floats, surfacing machines, and portable hand grinders. Some Terrazzo Workers perform finishing operations only and are called Terrazzo Finishers of Terrazzo Polishers. Most Terrazzo Workers work for contractors who specialize in installing decorative floors and wall panels. Others are self-employed and often specialize in floors.
Job Environment	Terrazzo Workers usually work outdoors at construction sites in a variety of temperatures. Outdoor work is generally stopped, however, during rain of freezing weather. In good weather, you can expect to work overtime. The work is active and strenuous. Most of it is done on floors at ground level, and much kneeling and stooping is required.

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Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- building models from detailed instructions and patterns
- making minor repairs around the house
- working with your hands
- working outdoors
- working in groups

You should also be able to:

- use simple hand tools and machines
- work with accuracy and precision
- solve basic math problems
- picture what the finished product will look like
- accept responsibility for the accuracy of your work

You will also need:

- a driver's license to commute to construction site
- physical stamina

Training Needed

The terrazzo trade can be learned through on-the-job training as helpers. Two to three-year apprenticeship programs are occasionally available. Employers often look for high school courses in shop math and blueprint reading or mechanical drawing when selecting trainees.

Job Outlook

Opportunities in the construction industry vary with the general economy. Overall, employment of Terrazzo Workers is expected to increase by over 30 percent through the 1980's.

Job Benefits and Advancement

Except for federal Workmen's Compensation and Unemployment Compensation programs, most contractors offer few benefits. Workers are eligible to participate in individual retirement plans such as the tax-deferred IRA and KEOGH plans. Experienced Terrazzo Workers may advance to supervisors or contract estimators or may open their own contracting businesses.

Salary

Union wages are considerably higher that nonunion wages. Nonunion wages also depend on the geographic region and the size and economic development of an area. Overtime pay during periods of good weather is very high. Union terrazzo workers earn about $13.50 an hour. The work is seasonal, however, and often involves overtime. There is, therefore, no certain annual income based on hourly wage.

Related Jobs

Cement Mason, Bricklayer, Form Builder, Marble Setter, Iron Worker, Stonemason, Tilesetter.

Vocational/Technical Program Descriptions

AUTO BODY

Description: This one year vocational program trains students to straighten and refinish damaged bodies and parts of automobiles and light trucks.

Responsibilities: Weld body metal using modern welding equipment, repair plastic and fiberglass body parts; perform unibody repair; straighten and bring frames into line using hydraulic jacks and pulling devices; fill imperfections; refinish repaired surfaces; learn to mix and apply the proper color paint and industrial finishes; paint vehicles and industrial equipment; make auto glass repairs; read and interpret service manuals.

Job Potential: Auto Body Repairer

Related Jobs: Auto Body Repairer Helper, Auto Painter, Auto Repair Service Salesperson, Parts Counterperson, Air Conditioning Repairer, Auto Electric Serviceperson, Front End and Alignment Serviceperson, Automobile Assembly.

Tools and Safety Equipment Required

Workshop Activities:
Learn to Write a Damage Report
Watch Slide Series
Discussions on Auto Body as a Career
Shop Tour
Observe Auto Body Repair Work

Safety Issues: **Eye Protection Required**

Clothing:
Work attire
Protective smock

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AUTO SERVICING/AUTO MECHANIC

Description:	One year Auto Servicing and two year Auto Mechanics vocational programs teach students automotive repair and maintenance.
Responsibilities:	Students learn to: use hand and machine tools; conduct diagnostic testing on engines, cooling systems, carburetors, electrical systems; operate computerized equipment; test the operation of transmissions, steering gears and brakes; plan repairs; prepare records and costs; fill out estimates, etc.
Job Potential:	Auto and Light Truck Mechanic
Related Jobs:	Auto Mechanic Helper, Service Mechanic, Transmission Mechanic, Service Manager
	Tools and Safety Equipment Required
Workshop Activities:	Demonstration and Participation in: • Inspection of Brake, Fluids, Belts, and Hoses • Safety Inspection • Programming Diagnostic Computer
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smocks Available

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BUSINESS EQUIPMENT SERVICE TECHNICIAN

Description:	This one year vocational program prepares Business Equipment Service Technician students to service equipment such as manual, electric and electronic typewriters, calculators, copiers.
Responsibilities:	Must have knowledge and technical skills to recognize and correct or prevent problems that cause malfunction or breakdowns on office equipment; inspections; servicing; maintenance.
Job Potential:	Office Machine Service Technician
Related Jobs:	Office Machine Salesperson; PC Board Troubleshooter; Parts Inventory Maintenance Person
	Tools and Safety Equipment Required
Workshop Activities:	Lecture Discussion of Program and Job Potential Introduction to Volt Ohmmeters Hands-On Exploration
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smocks Available

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ELECTRIC POWER DISTRIBUTION

Description:	This one year vocational diploma program prepares a student to advance to an electric lineworker apprenticeship and related occupations.
Responsibilities:	Students learn: to properly climb poles and install line hardware and equipment; safety procedures; motor vehicle operation and maintenance; application of rubber protective equipment; use of hot sticks; introductory electricity.
Job Potential:	Lineworker Apprentice **Tools and Safety Equipment Required**
Workshop Activities:	Lecture Hands-On Exploration of Tools and Equipment Film
Safety Issues:	None
Clothing:	General

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MACHINE MAINTENANCE

Description: This one year vocational diploma program teaches students: to repair and maintain machinery and other equipment, to use machine tools to make metal parts, and to plan and carry through all operations needed in turning out machine parts.

Responsibilities: Students learn: to select tools and required materials to make repairs; to plan cutting and finishing operations according to printed specifications; to use precision measurement instruments; to practice preventative maintenance.

Job Potential: Maintenance Mechanic/Machinist; Shop Mechanic; Machine Repairperson; Machinist/Machine Operator

Related Jobs: Production Machine Operator; Tape Control Machine Operator; Machine Shop Foreman; Tool and Die Maker; Job Sitter; NC Programmer; Tool Designer

Tools and Safety Equipment Required

Workshop Activities:
Discussion
Demonstration of CAM and/or CNC
Blueprint Demonstration
Hands-On training in Power Tool Usage
Hands-On training of Hand Tool Usage

Safety Issues: **Eye Protection Required**

Clothing:
Appropriate Work Clothing Suggested
Protective Smock Available

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MACHINE TOOL OPERATOR

Description:	Students in this one year vocational diploma program learn to set up and operate lathes, drill presses, milling machines, grinders, computer numerical equipment, and special purpose machines to shape metal work pieces to close specifications.
Responsibilities:	Students learn: to use cutting tools, tool holders, drilling and milling vices, hydraulic vices, strap clamps, and precision measuring instruments; to operate CNC and CAM equipment.
Job Potential:	Machine Tool Operator
Related Jobs:	Machine Feeder; Punch Press Operator; Do-All-Saw Operator; Machine Set-Up Operator; Machinist; Machine Shop Foreperson
	Tools and Safety Equipment Required
Workshop Activities:	Discussion Demonstration of CAM and/or CNC Blueprint Demonstration Hands-On training in Power Tool Usage Hands-On training in Hand Tool Usage
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smock Available

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WELDING

Description:	This one year vocational diploma program is designed to develop manipulative skills in the use of welding equipment and to provide an understanding of problems involved in common types of welding fabrication and repair.
Responsibilities:	Students learn: blueprint reading; to set up acetylene and other fuel gases for cutting; to clean work pieces using wire brushes; to operate portable grinders and files; to cut metal plates or structured shapes using flame-cutting apparatus or hand torches; theory of the welding process; the skills necessary in welding joints and welds in all positions; six methods of welding (gas, gas-tungston arc, metal cored, gas metal arc, shielded metal arc, and fixed cored welding).
Potential Jobs:	Welder
Related Jobs:	Welder Helper, Tacker, Production Line Welder, Fabrication; Machine Maintenance Helper-Welding
	Tools and Safety Equipment Required
Workshop Activities:	Set up and operate welding and fuel gas cutting equipment Students will be introduced to the theory and application of six welding processes through hands-on exploration. Hands-On introduction to: grinders, sanders, shear, measuring tools
Safety Issues:	**Eye Protection Required** Welding Gloves Required Welding Mask Required Smocks Required
Clothing:	Appropriate Protective Clothing Required

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AIRCRAFT ELECTRONICS

Description: This two year vocational diploma program provides a thorough understanding of the fundamentals of electricity and electronics, and includes preparation for taking the Federal Communications Commissions tests as well as "hands-on" line work in the FAA approved Repair Station No. 3479, Radio Class 1, 2, 3, at the Rock County Airport.

Potential Jobs: Aircraft Electronics Technician Electronics Inspector, Public Service Two-Way Radio Technician, Radio/Television Electronic Technician, Electronic Repairperson.

Tools and Safety Equipment Required

Workshop Activities:
Lecture
Discussion of Program and Occupations
Hands-On Exploration
Tour

Safety Issues: **Eye Protection Required**

Clothing: Appropriate Work Clothing Suggested

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AIRFRAME AND POWERPLANT MECHANIC

Description:	Graduates of this two year vocational diploma program are qualified to take the FFA written, oral and practical tests, which are required for licensing as airframe and powerplant mechanics. The program offers training on the same airworthy aircraft and engines as found in the field. Students are required to do work of the highest airworthy standards. Maturity and ability to do precision work are essential for success in this program.
Responsibilities:	Students learn: to make decisions on the airworthiness of aircraft structures, systems, engines, propellers and components after performing inspections, repairs, alterations, and maintenance on airworthy aircraft engines and components. Students are trained to work on piston and jet powered aircraft, helicopters, piston and turbine engines.
Job Potential:	Aircraft Mechanic, Aviation Maintenance Technician
Related Jobs:	Aircraft and Engine Mechanic, Apprentice or Helper Repairperson
	Tools and Safety Equipment required
Workshop Activities:	Lecture Discussion of Program and Occupations Hands-on Exploration Tour
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested

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ELECTRO-MECHANICAL TECHNICIAN

Description:	An Electro-Mechanical Technician who graduates from this two year Associate Degree Program fabricates, tests, analyzes, adjusts, repairs, and maintains various machinery and devices that are electronic and mechanical in nature.
Responsibilities:	Students learn the essentials of electronics, hydraulics, pneumatics, motors, robots and mechanical devices. They develop skill and knowledge in operating specialized electronic and mechanical test instruments.
Job Potential:	Electro-Mechanical Technician, Robotics Technician, Automation Technician.
Related Jobs:	Electro-Mechanical Maintenance Technician, Machine Repairer, Electronic Assembler and Tester, Instrument Mechanic, Electric Equipment Repairer, Hydraulic/Pneumatic System Technician
	Tools and Safety Equipment Required
Workshop Activities:	Lecture Discussion of Program and Occupations Hands-on Exploration of Electronic Equipment
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested

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ELECTRONIC TECHNOLOGY

Description:	Graduates of this two year Associate Degree Program perform a variety of duties in the manufacture of electronic equipment, research and development of new equipment or the repair and maintenance of existing equipment.
Responsibilities:	Electronic Technicians test and inspect electronic equipment on the assembly lines; test, adjust and repair completed equipment; build experimental models of equipment; make complex tests of newly developed instruments called Systems; inspect equipment while in use; perform preventive maintenance; troubleshoot and repair or replace defective parts; read diagrams and follow mathematical formulas in diagnosing problems.
Job Potential:	Electronic Technician, Electronic Systems Technician, Computer/Digital Systems Technician, Electronics Engineering Assistant, Laboratory Service Technician.
Related Jobs:	Electronic Print Circuit Board/Layout Drafter, Instrumentation Technician, Electronic Systems Analyzer, Electronic Maintenance Supervisor, Technical Writer.
	Tools and Safety Equipment Required
Workshop Activities:	Lecture/AV Presentation of Opportunities in Electronics. Hands-On Component using basic electronic tools and equipment.
Safety Issues:	None
Clothing:	General

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MECHANICAL DESIGN

Description: The graduate of this two year Associate Degree Program is a trained member of the engineering team engaged in the design, planning, development and testing of mechanical components and machines. Training for this career requires technical skill of drafting and knowledge of scientific and engineering principles as related to and applied to design.

Responsibilities: Students learn: to apply theory and principles of mechanical engineering to the design, development, and testing of machinery and mechanical equipment; to review project instructions, contract, and specifications to determine test values, procedures and component functions; equipment testing; redesign of components; drawing, preparation and development for fabrication and assembly of new or modified mechanical components.

Job Potential: Mechanical Design Technician, Mechanical Draftsperson

Related Jobs: Industrial Engineering Assistant, Mechanical Design Technician/Supervisor; Tool and Die Designer; Tool Designer/Engineer; Technical Illustrator; Engineering/Manufacturing.

Tools and Safety Equipment Required

Workshop Activities: Discussion of program, employment outlook, and professional opportunities. Demonstration and Hands-On exploration of CAD.

Safety Issues: None

Clothing: General

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TRUCK MECHANIC

Description: This one year Vocational Diploma Program provides training in job entry skills, heavy duty truck chassis, truck-tractor chassis and trailer chassis repair. This program can be used as the first year of the Diesel Heavy Equipment Program.

Responsibilities: Students learn theory of operation and actual repair of heavy duty braking systems, drive trains, steering, suspension, electrical systems, fuel systems, hydraulic systems, etc.

Job Potential: Brake Repairer, Front End Mechanic, Transmission Mechanic, Brake Adjuster, Air Conditioning Mechanic

Tool and Safety Equipment Required

AGRICULTURAL EQUIPMENT

Description: Students work in a modern and technical training facility. Whether they wish to return to the farm, work for an implement dealership, or work on industrial implements, knowledge of maintenance, diagnosis and repair of today's agriculture and industrial machinery is a must to insure farm and business profit. This program can be used as the first year of the Diesel Heavy Equipment Mechanic Program.

Responsibilities: Students learn: power and mechanical operating systems of tractors, lift trucks, combines, forager harvesting, planting, primary and secondary tillage and loading equipment.

Job Potential: Farm Equipment, Servicing Mechanic, Industrial Equipment Service Mechanic, Tractor Mechanic, etc.

Tool and Safety Equipment Required

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DIESEL HEAVY EQUIPMENT MECHANIC

Description:	This two year vocational diploma program provides training in job entry skills for diesel engine repair in heavy truck construction/industrial, farm, automotive, gen-set, and light marine occupation.
Responsibilities:	Students learn: diesel engineer principles; diesel engineer overhaul, diesel fuel systems; heavy duty hydraulic and electrical systems; diesel engine auxiliary systems.
	Tools and Safety Equipment Required
Workshop Activities:	Tour Lecture Hands-on Exploration of Starters, Alternators, Freon and Air conditioning Discussion of Programs and Occupations
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smocks Available

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Additional Resources

Eisenberg, Susan. (1984). It's a good thing I'm not macho. Boston, MA: Whetstone Press.

Foote, Alice. (1986). Hard hats, boots and goggles: Jobs that pay. Kalamazoo, MI: Western Michigan University.

Goldberg, Joan R. (1984). High-tech career strategies for women. New York: Collier Books.

Lizotte, Paul and Lizotte, Roger. (1986). Women working: Technical careers. Salem, NH: Tri-Equity, Inc.

Martin, Molly (ed.). (1988). Hard-hatted women: Stories of struggle and success in the trades. Seattle, WA: Seal Press.

O'Connor, Patricia, with C. L. Trotter. (1989). Hitting the nail on the head: The woman's basic guide to carpentry. San Diego, CA: Nugget Press.

Tradeswoman Magazine. Tradeswoman, Inc., Box 40664, San Francisco, CA 94140.

U.S. Department of Labor. (1984). Women in nontraditional careers (WINC) curriculum guide. Washington, D.C.: Women's Bureau, U.S. Department of Labor.

Walters, Christine W. and Oglesby, Carole. (1986). Women working: Physical fitness. Salem, NH: Tri-Equity, Inc.

Competency 16

Develop the interpersonal skills necessary for harmony in the workplace.

Competency 16
Overview

The Career/Vocational section of this curriculum has focused thus far on career exploration and planning. We now turn to the next step in the career development process—learning the skills needed to land a job and keep it.

Many people employ something of a hit or miss method when they apply for and interview for positions. What they don't realize is that there are specific ways you can improve your chances of getting hired. In addition, there are also "employability" skills you can learn to ensure that you keep the job for which you are hired. Teens who develop these skills before leaving high school will have a significant advantage over others in the job market.

This competency focuses on the skills needed both to get hired and then to succeed in a given position. Participants completing Competency 16: Develop the interpersonal skills necessary for harmony in the workplace will be able to:

a. Describe appropriate employer and employee interactions in various situations.
b. Demonstrate skills and behaviors necessary for a successful job interview.
c. Demonstrate skills in preparing a resume and completing job applications.
d. Demonstrate employability skills necessary to obtain and maintain jobs.
e. Demonstrate a positive attitude toward work.

In the first indicator, participants complete an activity which deals with interpersonal relationship skills in the workplace. Following this, Indicator 16b walks participants through the process of interviewing for a job and provides exercises to prepare participants for job interviews. The next indicator teaches participants skills for filling out application forms, developing resumes, and writing letters of application. In Indicator 16d, the focus shifts to employability skills. Participants are introduced to basic job-keeping skills and have a chance to evaluate their own work habits and attitudes. In the final indicator, participants examine personal attitudes toward work.

Indicator 16a: Describe appropriate employer and employee interactions in various situations.

Content	Instructional Strategies	Title of Resource
Identify relationship skills	Activity	*Getting Along*

Getting Along

Objective: Students will identify relationship skills used in the school environment that relate to the work environment.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Have students brainstorm and list characteristics of healthy relationships with people Next, list characteristics of poor relationships with people.
2. Have students form groups and discuss how relationships in school are similar to those in work settings.
3. Have students discuss relationships characteristics with regard to the following:
   - a. Formal and informal situations
   - b. Teamwork
   - c. Commitment

Evaluation: Students identified characteristics of relationships and their effects in school and in the work setting.

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Indicator 16b: Demonstrate skills and behaviors necessary for a successful job interview.

Content	Instructional Strategies	Title of Resource
Describe job interviews and provide an overview of skills needed for job interviews	Lecture; discussion	*The Job Interview (OH)*
Demonstrate skills to research a prospective employer	Activity	*Research a Company*
Describe skills necessary during the interview	Handout; discussion	*During the Interview (OH)*
Describe the process of writing a follow-up letter	Overhead; handout; discussion	*In the follow-up letter, you should...; Sample Follow-Up Letter*
Demonstrate skills to prepare for a job interview	Activity	*Preparing for the Job Interview*
Demonstrate skills to successfully participate in a job interview	Activity	*Job Interview Skills*
	Additional resources	**CEW Videos** •*The Seven Phases of a Job Interview* **WCIS Videos** •*Job Interviews: Tipping the Odds*

The Job Interview

Notes

One goal of your job search is to get a job interview. **The job interview is the most important step in the job search process.** An interview is your opportunity to convince the interviewer that you, and you alone, are the most qualified for the position.

Interviewers want to see what your intelligence, personality, experience, and motivation are like. They want to see how these qualities fit the job requirements.

You can prepare yourself for interviews by learning some basic skills.

The employer who interviews you does not know you. He or she has no way of knowing what a truly dedicated, hard-working individual you really are. The interviewer sees only the side of you that you present during the interview.

It is crucial that you make a good, lasting first impression.

There are three phases of each job interview process. They are:

- preparation
- interview, and
- follow-up.

Each of these is discussed in a separate section.

◆Preparing for the Interview

Time spent preparing for a job interview is time well spent. Take time to insure that you make the best possible impression before you meet the employer. You can do this in two ways:

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Notes

1. By learning about the company before you have your interview.

2. By preparing yourself. This includes good grooming, good speech, and a positive attitude about yourself.

◆Learn About the Company

The more you know about the company that has offered you an interview, the more you will be able to impress the interviewer. One of the surest ways to turn off an interviewer is by asking him or her, "What exactly does this company do?"

To find out about the company, call its advertising department and request brochures or drop by and ask for literature. Most companies are happy to provide the public with such information. Newspapers are good sources of information about companies. If, for example, the company has planned a major addition to its facilities, introduced a new product line, or bought out another company, chances are good that the newspaper has reported it.

Try also to learn the name of the person who will be interviewing you. This can be done by contacting the company's personnel department. Practice saying the interviewer's name until you can pronounce it easily and correctly. Refer to this person as Ms. or Mrs. or Mr. during the interview. Don't call the interviewer by his or her first name.

◆Research a Company

Choose one of the companies in your town. Visit it and try to obtain as much information as you can. Try to answer the following questions:

1. What does the company do or make?
2. When was the company founded?
3. Where is the company's main headquarters?

Notes

4. How have sales figures compared over the past two years?
5. Are there any plans for future expansion?
6. Among other companies that supply the same services or produce the same goods, how does this company rank?
7. What other information were you able to obtain about the company?

◆Dressing for an Interview

Nothing contributes more to the quality of the first impression you make than the way you dress. The vast majority of employers agree that a job seeker's personal appearance affects their opinion of that applicant's suitability for a job.

Because you will be judged by the way you dress, use common sense and good taste. Check with family and friends if you're not sure if your interview clothes are appropriate.

Different types of jobs require different types of dress. An employer who is interviewing you for a loading dock job will expect you to dress differently than one who is interviewing you for a position in a bank.

One of the goals of your initial research on the company should be to find out how the majority of the employees dress for work. Go to a typical bank or company to observe the dress rules before interviewing.

It is a good practice, however, to dress conservatively for any job interview. Loud and flashy clothes usually cause an interviewer to remember the clothes and not the person wearing them.

◆Grooming Tips

This is as important as the clothes you wear to the interview. Here's a grooming checklist to use before a job interview:

Notes

- Hair should be neatly combed or appropriately arranged
- Facial hair must be clean-shaven or trimmed
- Use fresh makeup and only a little, use light colors
- Teeth should be brushed, breath fresh
- Clothes should be clean
- Clothes should be pressed and nice looking
- Clothes should be conservative, no outrageous current fashions, no low necklines or blouses unbuttoned way down
- Keep jewelry to a minimum
- Shoes should be shined
- Face, hands, and fingernails should be clean
- Shower or bathe, be clean and fresh-smelling, wear deodorant or powder
- Use only a little perfume, if any at all

◆Groom Your Speech

Employers often judge you by the way you speak. Because interviews are often short, it is crucial that you do not harm your chances at getting the job by using improper English, bad grammar, or slang.

Avoid common speech mannerisms such as "you know," "uh," "that's for sure," "okay," and "like." Slang, while it serves a purpose among your friends, has no place in a job interview.

The best way to find out how you talk is to ask those who hear you talk the most. Ask friends or teachers if they notice any annoying mannerisms in your speech. If they tell you, for example, that you say "you know," too often, work on getting rid of that particular phrase. It's hard work and will require conscious effort on your part, but it can pay off by allowing you to make a good impression on an interviewer.

Listen to a cassette tape of yourself talking to find out what words you want to take out of your speech. Practice by being aware of **not** saying those words when you speak.

Notes

◆During the Interview

During the interview be confident, positive, and assertive. Your prospective employer wants to get to know you so put forth your best self. Don't try to be someone you're not. Here are some tips on how to conduct yourself in a job interview:

- **Shake hands firmly** with the interviewer and greet him or her by name while making solid eye contact. This shows the interviewer your self-confidence.
- Try to **initiate the conversation**. There's nothing really wrong with "small talk" at the beginning of an interview.
- During the interview, **focus on your accomplishments**, not your duties on previous jobs. Everyone has duties, but not everyone has been able to accomplish things.
- **Smile and be pleasant**. If you're nervous, try not to let it show. Your facial expression conveys a lot about how you feel about yourself.
- **Stand and sit straight**. No slouching. Sit down only when the interviewer offers you a seat.
- **Look directly at the interviewer** when you speak. Don't stare at the walls or the floor.
- **Speak clearly**. If you need time to think about an answer, take it. If you don't know the answer to a question, don't try to bluff your way through the answer—say you don't know.
- **Focus on the job** you're applying for. Don't ramble or tell the interviewer stories that are unrelated to the topic.

Notes

- **Don't smoke** or chew gum during an interview unless the interviewer smokes.

- **Keep your hands still.** Don't wave them around when you speak.

- **Don't tell the interviewer you'll take "any job."** Be sure he or she knows what you want to do.

◆**After the Interview**

There are several things you can do to make the most of your interview experience.

Send a follow-up letter or make a phone call to the person who interviewed you. This puts you at a distinct advantage, because few people call or write after the interview is over.

A follow-up letter should be written and sent as soon after the interview as possible. It should be short and to the point.

You should use this letter to do four things:

- Indicate your interest in the job
- Briefly highlight your strengths
- Add anything you left out during the interview, and
- Thank the person who interviewed you.

Look at the letter in the handout entitled "Sample Follow-Up Letter" to get an idea of what one should look like. Remember, if you don't type, find someone who does.

Three phases of the job interview process:

- Preparation
- Interview
- Follow-up

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Research a Company

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1. What does the company do or make?
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3. Where is the company's main headquarters?
4. How have sales figures compare over the past two years?
5. Are there any plans for future expansion?
6. Among other companies that supply the same services or produce the same goods, how does this company rank?
7. What other information were you able to obtain about the company?

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During the Interview

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- During the interview, **focus on your accomplishments**, not your duties on previous jobs. Everyone has duties, but not everyone has been able to accomplish things.
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- **Look directly at the interviewer** when you speak. Don't stare at the walls or the floor.
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- **Focus on the job** you're applying for. Don't ramble or tell the interviewer stories that are unrelated to the topic.
- **Don't smoke** or chew gum during an interview unless the interviewer smokes.
- **Keep your hands still**. Don't wave them around when you speak.
- **Don't tell the interviewer you'll take "any job."** Be sure he or she knows what you want to do.

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During the Interview

- Shake hands firmly
- Initiate the conversation
- Focus on your accomplishments
- Smile and be pleasant
- Stand and sit straight
- Look directly at the interviewer
- Speak clearly
- Focus on the job
- Don't smoke
- Keep your hands still
- Don't tell the interviewer you'll take "any job"

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In the follow-up letter, you should:

- Indicate your interest in the job
- Briefly highlight your strengths
- Add anything you left out during the interview
- Thank the person who interviewed you

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Sample Follow-Up Letter

Your Address
City, State Zip Code
Date

Interviewer's Name
Title
Company Name
Address
City , State Zip Code

Dear (Name of the Interviewer):

Thank you for taking the time to talk with me on Wednesday. The sales position we discussed interests me greatly. I believe I have the qualifications to do the job well and hope that you will consider me for the position.

I am looking forward to hearing from you. Thank you again for your time and consideration.

Sincerely,

Your name signed in ink

Your name typed

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Preparing for the Job Interview

Objective: Students will identify and explain their strengths and abilities in preparation for a job interview.

Materials: ✓"Identifying Skills" and "Questions Commonly Asked By Employers" activity sheets (on the following pages)
✓Pencil or pen

Activity:

1. Have students list their personal strengths and describe how they obtained them and how they have used them. (Use activity sheets to begin the discussion.)
2. Ask students to select a job and relate the skills they possess to that job by having them answer the question, "What will you tell the employer to let him or her know that you can do the job?"
3. Practice the interview questions on the "Questions Commonly Asked By Employers" activity sheet.
4. Have the class discuss their responses. Students may divide into groups and role play the interview questions.

Evaluation: Students will have identified some personal strengths and identified jobs that relate to those skills.

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Identifying Skills

	Academic Skills	How Obtained
1.	Typing	took Typing I and II
2.	Word Processing	took Word Processing I
3.		
4.		
5.		
6.		
7.		
8.		

	Personal Traits	Examples of Use
1.	Patience	yard cleaning, babysitting
2.	Persuasion	selling items for fund-raising
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

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Questions Commonly Asked By Employers

1. What are your future career plans?
2. In what school activities have you participated? Which did you enjoy most? Why?
3. What do you like to do in your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for this company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best in school? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about this company?
11. What extracurricular activities have you participated in and have you held any offices in them?
12. Are you interested in sports?
13. Where did you rank in your graduating class in high school?
14. Why do you think you would like this particular job?
15. Are you looking for a permanent or temporary job?
16. Do you prefer working with others or by yourself?
17. Can you take instructions without feeling upset?
18. What have you learned from some jobs you have had?
19. What would you like to be doing five years from now?

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Job Interview Skills

Objective: Students will recognize and demonstrate effective interview skills.

Materials:
- ✓Video camera
- ✓VCR
- ✓TV

Activity:

1. Have students discuss:
   a. What is a job interview?
   b. What happens at a job interview?
   c. What are appropriate actions in an interview (e.g., promptness, appropriate clothing, honesty, etc.)?
2. Have students role play job interviews with each other.
3. Videotape and analyze behavior during the interviews.
4. Allow time for group discussion and feedback from each group.

Evaluation: Students will have identified important elements in a job interview. They will have role played the interview process and analyzed their behavior.

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Indicator 16c: Demonstrate skills in preparing a resume and completing job applications.

Content	Instructional Strategies	Title of Resource
Describe the processes of filling out job applications, preparing resumes, and writing letters of application	Lecture; discussion	*How to Apply for Jobs (OH)*
Demonstrate skills to prepare a resume	Handout; discussion; activity	*Sample Resume; Create Your Resume*
Describe skills to write a letter of application	Handout; discussion; activity	*Sample Letter of Application; Create a Letter of Application*
	Additional resources	*See Also: Indicator 13b* **WCIS Print Materials** •*Passport to Employment* **WCIS Software** •*Passport Maker* •*Resume Maker/Application Maker* **WCIS Videos** •*Job Connection: Applying for Work*

How to Apply for Jobs

Notes

There are two ways to apply in writing for a job. They are:

- completing a job application form supplied by the employer, or
- sending your resume with a cover letter.

The job application will ask about your background, including your education, experience, and skills. You should carry this personal data with you whenever you are job hunting. It will be easier for you when you need the telephone number of your previous employer, the years in which you attended elementary school, or the addresses and phone numbers of people you are listing as references.

Many times, an employer will ask you to fill out an application. The actual forms can vary from company to company, but they all ask for the same type of information. Application forms are often used to determine who gets an interview, so be sure you fill out the form neatly.

◆Filling Out an Employment Application

The employer may feel that a prospective employee who rushes through an application form ignores instructions, or perhaps someone who writes sloppily will be sloppy on the job.

Read the application form completely before you fill it out. Then you'll know what information goes where without having to guess or erase.

Answer all questions that apply to you. Put a dash on the line for any question that does not apply. Write neatly, and use a pen. You will be judged by how neatly and accurately you can complete the company's application form.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Notes

Here are some general guidelines for filling out application forms.

Personal Information

Use your full name (no nicknames). Carry your social security card with you or memorize the number.

Telephone numbers where you can be contacted are very important. Most employers contact applicants over the telephone.

Make sure you give phone numbers where you can be reached. List a phone number that will be answered during the day since that is when you will most likely be contacted. If no one will be answering your phone or if you don't have a phone, give the number of someone who can take messages for you. Talk to this person first so she will not be surprised to get a phone call from an employer. Find someone who will be polite and take accurate messages.

Eligibility for employment

Employers are required to prove that all employees are legally eligible to work in this country. You may be required to prove either your citizenship or your legal right to be employed. Proof of your right to employment can be established with a social security number. If you are not a U.S. citizen, you may want to check with the U.S. Office of Immigration and Naturalization for information on regulations affecting your legal ability to work.

Education

Give the full name and address of the schools you have attended. If you have attended any vocational-technical schools, business colleges, correspondence schools, or if you have any on-the-job training, list it in the "other" section.

Notes

Criminal Record

Most application forms ask about arrests and convictions. Because an arrest does not indicate guilt, an employer may not legally consider your arrest record. An employer cannot legally refuse to hire you unless the conviction is directly related to the job for which you are applying.

Employment

List all employment beginning with your current or most recent job. You'll need to know the names and titles of your previous supervisors.

If there are gaps in your employment you may be asked to account for those times. Be honest. Do not be negative about a bad work experience. Avoid comments such as "poor working conditions," "personality conflict," or "dissatisfaction." Answer positively, saying such things as "chance for greater responsibility," or "chance to work with more skilled craftspeople." In a job interview be prepared to discuss these reasons for having employment gaps.

Emphasize your accomplishments rather than your job duties. Instead of saying "was responsible for looking after animals," say "fed and watered animals." Begin with action words.

Use positive words in your descriptions. Use the correct tense. If it's something you're doing now, say "shops for elderly citizens." If it's something you used to do, say "shopped for elderly citizens."

Examples of work experience statements are:

- I shoveled snow to help elderly neighbors.
- I babysit school-age children after school for working mothers.

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◆Developing a Resume

Everyone who is looking for a job needs a resume. If the word *resume* makes you nervous, call it a *data sheet*, because that's just what it is.

Having a well-prepared resume is important because it represents you on paper. It is a sales pitch about your skills and experience. And good resumes lead to job interviews.

Where Do I Start?

Preparing a resume is a two-part process. The key words are *select* and *arrange*.

Select What?

First, you select a goal. What do you want to do? What type of job are you applying for? You can always prepare more than one resume if you have several job goals.

Once you have determined your goal or "Employment Objective," select details about yourself that relate to your objective. In short, what you are saying is, "This is what I want to do and this is why I can do it."

Then, list all the important details about your experiences that relate to your job goal. You may include special honors or certificates you have received.

Arranging Information

Arrange the details you have selected about yourself in a way that presents you best.

For example, ask yourself if the employer will be more interested in your education and training or in your previous work experience. Catch the employer's attention by listing your strong points

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early. Remember, this is a way to sell yourself on paper.

Be brief and to the point. If you have carefully selected your materials and arranged it for its best presentation, the organization will follow naturally.

There are different styles or formats. The one you will learn about is called "chronological," which is most often used. You will list your experiences and background in the order they occurred, beginning with the most recent experience and going back.

An advantage of the chronological resume is that employers are familiar and comfortable with it. Therefore, it's easy for them to quickly read a chronological resume and understand an individual's accomplishments.

Things to Include

Write a resume for each job for which you are applying. That way you can target your descriptions and skills toward each particular job.

- **Personal Data**
  Begin with your name, address, and phone number. Other personal data, such as date of birth, height, weight, and marital status are optional and may appear at the end of a resume or not at all.

- **Employment Objective**
  Indicate the specific job you want, if you think this section will be helpful to you. An objective, like most parts of a resume, is optional. Remember, you are packaging yourself and everything contributes to the package.

- **Education**
  List the school you are attending and the grade you are in. You may wish to include your graduation date and your major area of study.

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•Work Experience
List each job separately starting with the current or most recent one. Include the dates of employment, the employer's name, address, and the nature of the business, your supervisor's name, and the position you held. Then, describe what you did on the job, what you were responsible for, and what you accomplished. Be as specific as possible.

•Miscellaneous
If you have never held a paying job, you may feel that you have nothing to say on a resume. This is not true. List any volunteer experiences, extracurricular activities, or hobbies. Even if you haven't been paid for these things, you can point out skills you've developed while doing them.

Use words in your resume that describe exactly what you have done. Instead of writing, "Worked on high school weekly newspaper," write, "Interviewed students and teachers on a wide variety of topics. Wrote articles, worked under deadlines. Photographed school events and developed negatives."

•References
You may want to include names, addresses, and telephone numbers of references, or say, "References Furnished on Request." Many employers make it a habit to contact at least one reference and ask about you. Be sure to get permission from your references to use their names. List at least three people. Former employers make good references.

Putting It Together

Before typing your final draft copy, have someone else look over your resume draft. You may also want to let your resume sit for a few days. Then read it over and make changes.

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Your resume is an advertisement for you. How many advertisements have you seen that have been sloppy and careless? None. **Type** your resume. Never send a handwritten resume. If you don't type, find someone who does. Be sure there are no spelling errors.

It is a good idea to write one resume for each job you're interested in. But, if you choose to do only one, have it reproduced on quality paper so it looks professional.

◆Writing a Letter of Application

A letter of application has one and only one purpose—to get you an interview. It is not intended to get you a job. This is a very important point to remember when you write a letter of application.

The Main Parts of the Letter

Like a good story, a good letter of application has three main parts: a beginning, a middle, and an end.

- **Introduction**
  The beginning of a letter of application is called the introduction. The introduction explains why you are writing the letter. Start the letter with an attention-getting sentence. Appeal to the employer's interests rather than your own desire for employment.

- **Body**
  The middle of the letter is called the body. The body should be only one or two paragraphs long. In the body of the letter, tell the employer about your qualifications for the job and mention the fact that your resume is enclosed.

- **Closing**
  The end of the letter is called the closing. In closing you should politely suggest a specific time or reason for an interview. Make it as easy as possible for the employer to contact you.

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Preparation Tips

It is important that your letter of application make a good first impression on the employer. The letter, along with your resume, makes up your personal "ad campaign." Here are some guidelines:

- Type the letter. Handwritten letters of application turn off nearly all employers.
- Be neat. No eraser marks! If you do not type, find someone who does.
- Use plain, white, high-quality bond paper. No onionskin or flimsy paper.
- Use only one side of the paper.
- Check all spelling before the letter is mailed. Double and triple check the spelling of the company and the spelling of the person's name to whom you are writing.
- Check your English. Have someone else check your English as well. Writing errors are easily noticed in application letters.
- Be brief and to the point. Don't ramble.
- Always be sure to ask for an interview at the end of the letter.

Things to Include in a Resume:

- Personal data
- Employment objective
- Education
- Work Experience
- Miscellaneous
- References

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Main Parts of a Letter of Application

- **Introduction**
  Explain why you are writing the letter

- **Body**
  Tell about your qualifications

- **Closing**
  Suggest an interview, tell how you may be contacted

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Preparation Tips for the Letter of Application

- Type the letter
- Be neat
- Use high-quality paper
- Use only one side of paper
- Check spelling
- Check grammar
- Be brief
- Ask for an interview

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist,* Center on Education and Work, University of Wisconsin-Madison, 1987.

Sample Resume

Doreen D. Doe
1250 Oakwood Lane
Hometown, Wisconsin 55555
555-123-4567

Employment Objective

Bicycle mechanic

Work Experience

June 1985–September 1985 (full-time)
September 1985–Present (part-time)
Bicycle Mechanic Helper
Olson's Cycle Shop
3 North Main Street
Hometown, Wisconsin 55555

Began by assembling new bicycles. Received informal on-the-job training. Soon was allowed to perform major repairs on 3-, 5-, and 10-speed bicycles. Familiar with most major brands.

June 1984–September 1984
Salesperson
Second Hand Rides
4253 Tamarack Avenue
Hometown, Wisconsin 55555

Sold bicycle parts and advised customers on their choice of used bicycles. Dealership experiences a 10 percent increase in sales over the previous summer. Left to return to school.

Education

Hometown High School
1010 Menominee Dr.
Hometown, Wisconsin 55555

Graduation: June 1986
Major: Business
Activities: Bicycle Club, Stage and Sound Crew

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

References

Benjamin Olson
Owner
Olson's Cycle Shop
3 North Main Street
Hometown, Wisconsin 55555
(555) 333-1111

Lucas Hobson
Math Teacher and Bicycle Club Sponsor
Hometown High School
1010 Menominee Dr.
Hometown, Wisconsin 55555
(555) 333-2222

Elizabeth Cartwright (Youth Leader)
Hometown Church
4222 Elm Street
Hometown, Wisconsin 55555
(555) 333-4444

Create Your Resume

Write your own resume. To help you get started, fill in the blank form below with the necessary information.

Name: ______________________________
Address: ______________________________
City, State, and Zip Code: ______________________________
Phone: ______________________________

Employment Objective:

Education:

Work Experience:

Special Skills, Interests, or Activities:

References:

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Sample Letter of Application

839 Emerald Street
Madison, WI 53777
October 22, 1991

Mr. Brian Gotthelf
Personnel Manager
Rahrah Sporting Goods, Inc.
100 Industrial Place
Middleton, WI 54321

Dear Mr. Gotthelf:

I saw your advertisement in the Daily Chronicle for a salesperson. Please consider me as an applicant for this position.

Sports are a very important part of my life. I am on the basketball team and softball team. For recreation, I enjoy skiing, skating, and tennis. These activities should help me meet the qualifications for the job. My resume is enclosed.

Please let me know when I can come in for an interview. My phone number is 608-456-7890. I will look forward to hearing from you.

Sincerely,

Pamela Brady

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Create A Letter of Application

From the newspaper, choose a want ad and write a rough draft of a letter of application in the space below.

(your address) ______________________________
(city, state, zip) ______________________________
(today's date) ______________________________

(name of person you're writing to) ______________________
(his or her title) ______________________________
(name of the company) ______________________________
(address) ______________________________
(city, state, zip) ______________________________

Dear ____________________ : (name of person)

(introduction) ______________________________

(body) ______________________________

(closing) ______________________________

Sincerely,

(your name signed here in ink)

____________________ (your name typed)

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Indicator 16d: Demonstrate employability skills necessary to obtain and maintain jobs.

Content	Instructional Strategies	Title of Resource
Identify job-keeping skills	Lecture; handout; discussion	*Job Keeping Skills and Attitudes; Basic Work Skills*
Evaluate personal work habits and attitudes	Activities	*Self-Evaluation of Work Habits and Attitudes; Teacher Evaluation of Work Habits and Attitudes*
Demonstrate knowledge of employability skills	Handout; discussion; activity	*Future Focused: Eight Essentials for Life/Work; Things Employers Look for in Hiring*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity # 17* **WCIS Videos and Other Products** •*Keep That Job: The Game* •*Let's Go: Success on the Job* •*Take This Job and Keep It* **Other Print Materials** •*More Choices, pp. 125-139*

Job Keeping Skills and Attitudes

Notes

Congratulations! You have now learned how to get a job. Did you think your work was over? Now you need to master the skills necessary to keep your job.

The top three reasons why Wisconsin employers fire employees are:

- Poor work habits
- Tardiness
- Undependability

When you first start looking for a job, employers will consider your school record as a way of determining how well you will do on the job.

If you have a record of arriving at school on time, an employer assumes you'll also get to work on time. If you complete your school assignments, an employer will assume you'll also complete your work assignments. If you get along with other students at school, an employer will assume you'll probably get along with co-workers.

It's as simple as that. Your school habits usually become your work habits. You may, of course, change and improve these habits.

◆Basic Work Skills

The following is a list of skills that recent high school graduates are expected to have to be ready for employment.

Employment Skills in Order of Importance[*]

1. Work habits, on time, dependable
2. General attitudes about work
3. Quality of work, accuracy, no waste

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

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[*] Source: Gassman, R. and Deutsch, N., *Increasing Options Through Life/Work Planning*, Wisconsin Department of Public Instruction, 1986.

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4. Quantity of work, amount of output
5. Accepting advice and supervision
6. Work with others, settle differences
7. Understands value/importance of work
8. Following through on assignments
9. Initiatates, plans, directs own work
10. Recognizing, solving problems by self
11. Specific skills required to perform job
12. Willing to improve job skills, advance
13. Listening well enough to understand
14. Making decisions in own area of work
15. Use of tools and equipment
16. Personal health (avoiding illness, etc.)
17. Applying job skills to new situations
18. Safety consciousness
19. General knowledge of business operations
20. Flexibility
21. Mathematics
22. Speaking well enough to be understood
23. Good appearance (grooming, dress)
24. Spelling, grammar
25. Reading
26. Understand U.S. economic system
27. Writing
28. Understand career ladders, advancement
29. Applying and interviewing for a job

Basic Work Skills

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28. Understand career ladders, advancement
29. Applying and interviewing for a job

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Self-Evaluation of Work Habits and Attitudes

The first step is awareness of your present job-keeping behavior. One way to determine your job-keeping strengths and weaknesses (areas for improvement) is by evaluating your school work habits and attitudes. Complete the following self-evaluation.

Categories	**Never**				**Always**
Be on time	1	2	3	4	5
Be at work (or school)	1	2	3	4	5
Work with others	1	2	3	4	5
Be responsible	1	2	3	4	5
Be dependable and finish assignments	1	2	3	4	5
Communicate effectively, in writing and speaking	1	2	3	4	5
Accept supervision and advice	1	2	3	4	5
Maintain personal health	1	2	3	4	5
Recognize and solve problems by yourself	1	2	3	4	5
Show a pleasant attitude	1	2	3	4	5
Perform work beyond the stated assignment	1	2	3	4	5
Show pride in your work	1	2	3	4	5
Show desire for improvement	1	2	3	4	5

Source: "High School Diploma Endorsement," Education for Employment Project, Janesville Public Schools, Wisconsin, 1987.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Teacher Evaluation of Work Habits and Attitudes

As an instructor, you may wish to complete an evaluation for individual students, compare your results with the student's self-evaluation, and discuss how the student might improve upon their work habits.

Categories	**Never**				**Always**
Be on time	1	2	3	4	5
Be at work (or school)	1	2	3	4	5
Work with others	1	2	3	4	5
Be responsible	1	2	3	4	5
Be dependable and finish assignments	1	2	3	4	5
Communicate effectively, in writing and speaking	1	2	3	4	5
Accept supervision and advice	1	2	3	4	5
Maintain personal health	1	2	3	4	5
Recognize and solve problems by yourself	1	2	3	4	5
Show a pleasant attitude	1	2	3	4	5
Perform work beyond the stated assignment	1	2	3	4	5
Show pride in your work	1	2	3	4	5
Show desire for improvement	1	2	3	4	5

Source: "High School Diploma Endorsement," Education for Employment Project, Janesville Public Schools, Wisconsin, 1987.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Future Focused: Eight Essentials for Life/Work

- **Basic skills**
  - Communication
  - Math/Quantitative
- **Technological literacy**
- **Ability to handle and use large amounts of information**
- **Problem solving abilities**
  - Creative thinking
  - Analysis
  - Judgement
- **Adaptability/flexibility**
- **Ability to function as a team member**
  - Human relations
    - Group vs. individual assessment
    - Conflict resolution skills
- **Self-direction - increased individual initiative/responsibility**
- **Commitment to and enthusiasm for life-long learning**

Reprinted with permission from Jean Henderson, Gateway Technical College.

Things Employers Look for in Hiring

The following skills are flexible and enable a worker to adapt to changes in the workplace. Employers look for these personal attributes or skills when considering hiring a person. Some examples of personal skills are:

- how well you communicate
- how you relate to the general public
- attention to details
- if you are people-oriented (if the job calls for it or if you have to work with other people)
- your investment in the work ethic
- company loyalty
- your level of job satisfaction
- your intuitive abilities
- creative problem-solving skills
- your response to pressure
- persistence
- your ability to be a good team player
- your motor skills

These are only some of the personal skills employers look for in hiring. There are many other factors to consider. What are some other factors employers might look for? In the space below, write in some other personal skills.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Indicator 16e: Demonstrate a positive attitude toward work.

Content	Instructional Strategies	Title of Resource
Describe personal attitudes toward work	Activity	*Attitudes Toward Work*
	Additional resources	*See Also: Indicator 5b*

Attitudes Toward Work

Objective: Students will discuss attitudes toward work.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Have students discuss how they feel about work.
    a. How do you feel about going to work?
    b. Do you want to work?
    c. If you don't want to work, what would you prefer to do?
    d. Do you feel work should be only a way to earn money or do you feel work should be personally satisfying? Why?

2. After students have discussed these questions have them write a paragraph about their attitudes toward work.

Evaluation: Students will have discussed their feelings toward work and expressed their individual feelings about work through written paragraphs.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Competency 17

Become informed about up-to-date employment opportunities during and after high school.

Competency 17
Overview

So far in the Career/Vocational portion of this curriculum, we have addressed a variety of topics related to career planning. Now, in Competency 17, we get to the nuts and bolts of researching and choosing a career.

For teen single parents, or anyone about to enter the job market, there are a number of skills which must be developed in order to be successful in choosing and getting a job. First, you have to be able to research careers and know how to use resources to find out about various occupations. Next, you must be aware of different factors which may impact occupational opportunities. You need to develop not only an awareness of options open to you, but also the skills needed to assess job opportunities. Finally, you need to know the basics of locating job openings.

In Competency 17, participants will work on developing all of these skills so they will be prepared to explore different employment options. Participants completing Competency 17: Become informed about up-to-date employment opportunities during and after high school will be able to:

a. Identify how employment trends relate to education and training.
b. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
c. Describe the concept of career ladders.
d. Describe the influence of change in supply and demand for worker in different occupations.
e. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.
f. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
g. Identify specific job openings.
h. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
i. Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.
j. Describe the advantages and disadvantages of self-employment as a career option.

Indicator 17a asks participants to think about the work-related changes that have occurred both in their community and in the United States as a whole. Next, Indicator 17b introduces participants to a number of resources for use in researching a career field. The following indicator reviews the concept of career ladders and their effect on career decisions. Indicator 17d discusses the projected changes and trends facing workers today and specifically focuses on the occupational outlook for women. The next section includes an activity which addresses the effect of environmental factors on career decision-making. Indicator 17f leads participants through the process of locating job openings and opportunities and developing a job search plan. In the following indicator, participants exercise these job-finding skills by identifying job openings in career fields which interest them. Next, participants learn skills in Indicator 17h to assess occupational opportunities through the process of job exploration. Indicator 17i asks participants to consider the possibility that they may need to change careers at some point in the future and to think about ways of dealing with future changes. In the final indicator, participants explore self-employment as a career option.

Indicator 17a: Identify how employment trends relate to education and training.

Content	Instructional Strategies	Title of Resource
Describe local and national employment trends	Activity	*The Changing Workforce*

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The Changing Workforce

The workforce of today is much different from that of twenty years ago. Your experiences in the workforce will be different from those of your parents. It is important to look at those changes and make some decisions about how to prepare for your entry into the workforce.

Every community experiences changes in the workforce just as a nation does. Each community is different and it is important to be aware of those changes and the factors that make them happen.

For example, predictions for the national workforce of the future identify two main areas where jobs will be available: 1) Information systems and 2) Service industry. For Wisconsin, most new jobs will be found in the professional, paraprofessional, technical occupations, service, production, and maintenance occupations.

Changes in the workforce happen as a result of economic, social and technological trends.

What kinds of changes have taken place in your community over the past ten years?

What kinds of changes have taken place in the nation over the past ten years?

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist,* Center on Education and Work, University of Wisconsin-Madison, 1987.

Indicator 17b: Demonstrate use of a wide range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

Content	Instructional Strategies	Title of Resource
Identify career information resources	Handouts; discussion	*Information On Specific Career Fields; Researching Your Career*
Demonstrate skills to use career information resources	Activities	*Career Research: Occupations; Media Center Career Resource Sheet*
	Additional resources	**CEW Print Materials** •*Dictionary of Occupational Titles* •*Occupational Outlook Handbook* **CEW Videos** •*Better Jobs: Using the OOH* •*Profiles: People and Jobs* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #76* •*Exploring New Worlds, pp. 65-66* •*Fast Forward* •*Going to Work* •*Occupations Digest* •*Occupations Handbook* •*Scan* **WCIS Software** •*Career Scan and Career Selector* **WCIS Videos** •*Kaleidoscope of Careers* **Other Print Materials** •*Building Blocks, pp. 3-14*

Information On Specific Career Fields

Once you have decided on careers you wish to explore, how do you find information on these job fields? The following are some ways to explore specific careers for more information:

1. **Dictionary of Occupational Titles**. Available in every library. It lists thousands of job titles and specific information about each job including qualifications required, education or training necessary, and description of duties and responsibilities.
2. **Educational Institutions**. Contact a school with a training program in the job field you're interested in. You may do this in person or by phone. Make a list of questions so you get the information you want without wasting time.
3. **Information interviews**. Make an appointment with someone who has a job such as one you're interested in. Make a list of questions. It's good to interview at least two or more people to get a varied viewpoint. Ask about duties, qualifications, salary, advantages, and disadvantages of the job.
4. **Professional journals**. Almost every career field has one or more professional journals. Ask your reference librarian to help you locate them. If that journal is not available in your library, write the publisher and ask for a sample copy. Even though the information contained may be too technical for your present level of understanding, you'll still get useful information.
5. **Professional organizations**. Your reference librarian can help you find the names and addresses of these organizations. Write and request general information about that career field with a listing of educational or training institutions. Ask if a chapter of the organization exists in your area and, if so, attend a meeting. This in an excellent chance to do informational interviewing.
6. **Volunteer**. Offer to work without a salary to get a "feel" for a career. Even if you can only observe people at work, you'll learn about the job.
7. **Internships**. Most of these are in non-traditional jobs for women. Even if you think an apprenticeship is not possible, offer an employer a proposal anyway. This will add experience and references to your resume.
8. **Career planning offices**. Most colleges and universities offer individual counseling and computerized career search assistance. This is usually free or very low in cost. This is especially helpful in the beginning stages of your search.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Researching Your Career

Sources of Occupational Information:

The Occupational Outlook Handbook, U.S. Department of Labor. contains information on more than 850 occupations. Describes nature of work, places of employment, training, and other qualifications required, earnings, and working conditions.

Guide for Occupational Exploration, U.S. Department of Labor. Provides information about interests, aptitude, adaptabilities, and other requisites of occupational groups. Divides jobs into interest areas, work groups, and specific jobs numbered to correspond to jobs in the Dictionary of Occupational Titles.

Dictionary of Occupational Titles, U.S. Department of Labor. Includes standardized and comprehensive descriptions of job duties for over 32,000 occupations. Designed to facilitate matching job requirements and worker skills.

General Business Information:

Guide to Business Periodicals
Wall Street Journal Index
New York Times Index
Dun and Bradstreet Reference Dictionary
National and International Employment - Handbook for Specialized Personnel
The MacMillan Job Guide to American Corporations
Thomas Register of Manufacturers

Trade Magazines and Professional Journals:

Specialized information is available in journals published for almost every field.
They are listed in these directories:
  Standard Rate and Data, Business and Consumer Edition
  Standard Periodical Directory
  Directory of National Trade of Professional Associations of the United States

Trade Associations:

State directories are usually available with listing of local members:
  Encyclopedia of Associations - Contains data on the purpose, publications, and chief officers for thousands of organizations.

Other Resources:

Annual report of companies
Yellow pages of Telephone Directory
Chamber of commerce
College placement offices
Career oriented periodicals
Area women's centers
Classified Ads
Financial pages of the newspaper

Reprinted from *Project Discover: Handbook and Curriculum Guide,* 1987, with permission from Anoka Technical Institute, Anoka, Minnesota.

Career Research
Occupations

I. Three resources that will give more career information about

Title	Author	Year Published

II. One newly discovered fact about this occupation.

III. What changes are occurring in this occupation?
  A. What is the salary range?
  B. Is there growth in this industry?
  C. Is this a growing industry in Wisconsin?
  D. Educational requirements?
  E. Is this an occupational area with options?

IV. How might I prepare for this career?

Reprinted with permission from the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Media Center
Career Resource Sheet

Directions: Continue your career exploration using print materials found in the Technical Institute Media Center to answer the following questions.

1. Select two nontraditional/technical careers or job titles about which you are somewhat curious.

2. Using at least two different sources for each career, collect valuable information about this field.

3. If necessary, check out materials to complete your assignment.

4. List the complete source, including page numbers at the top of the paper.

5. Suggestions for useful information you may want to collect:

    a. Job title
    b. Training required
    c. Work conditions
    d. Pay scale
    e. Work performed
    f. Licenses or memberships required
    g. Future outlook
    h. Advancement opportunities
    i. Related occupations

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission from Anoka Technical Institute, Anoka, Minnesota.

Indicator 17c: Describe the concept of career ladders.

Content	Instructional Strategies	Title of Resource
Describe the concept of career ladders	Lecture; discussion	*See 14f: What Are "Career Ladders?"*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities,* *Activity #52*

Indicator 17d: Describe the influence of change in supply and demand for workers in different occupations.

Content	Instructional Strategies	Title of Resource
Describe occupational outlook and projected employment trends for women workers	Lecture; discussion	*Women Workers: Outlook to 2005 (OH)*
Demonstrate skills to assess occupations based on projected changes in supply and demand	Activity	*Changing Times*
	Additional resources	**CEW Print Materials** •*Work in the New Economy*

Women Workers: Outlook to 2005

Labor Force Outlook

What role will women play in the labor force of the 21st century? Of the 26 million net increase in the civilian labor force between 1990 and 2005, women will account for 15 million or 62 percent of net growth. In 1990 women were 45 percent of the labor force and will become 47 percent of the civilian labor force in 2005. In 1970 and 1980, women's share of the labor force was only 38 percent and 42 percent, respectively. Projections for the period 1990-2005 indicate that men will leave the labor force in greater numbers than women—by more than 4 million. Men will, however, continue to remain the major segment of labor force participants.

Female labor force participation in all racial groups will rise during the period between 1990 and 2005 (see table 1). Women of Hispanic origin and Asian and other[1] women will have the fastest growth—both at 80 percent. Net labor force growth for all women between 1990 and 2005 is projected to be 26 percent. Black women's labor force growth of 34 percent will also exceed the average for all women. White women will remain the dominant female participants, but their labor force growth of 23 percent will be the lowest among all female groups.

Labor force participation rates—the percentage of persons of working age who are actually working or looking for work—are also expected to rise for women, while those of men will continue to decline slowly. Participation rates for both white and black women are expected to exceed 60 percent, but for the first time, during the decade at the turn of the century, white women's participation rate (63.5 percent) is projected to exceed that of black women (61.7 percent). The projected rate for women of Hispanic origin will be 58.0 percent in 2005, up from 53.0 percent in 1990. During this same period, the enormous rise in labor force participation for Asian women (see table 1) will result in a projected participation rate of 58.9 percent—just slightly above that of Hispanic women.

The labor force will continue to age. The median age of persons in the labor force will rise form 36.6 years in 1990 to a projected 40.6 years in 2005. The labor force is also becoming more and more concentrated with prime working age persons—25 to 54-year olds. By 2005 nearly 7 out of every 10 workers will be in this age group. There will also be more workers age 55 and over. Their percentage share of the labor force will rise from 12.3 percent in 1990 to a projected 14.7 percent in 2005.

Reprinted from "Facts on Working Women—Women Workers: Outlook to 2005," U.S. Department of Labor, Women's Bureau, January 1992.

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[1] The "Asian and other" group includes American Indians, Alaskan Natives, and Pacific Islanders.

Table 1
Civilian Labor Force 16 Years of Age and Over, by Sex, Race, and Hispanic Origin, 1975, 1990, and 2005
(numbers in thousands)

Group	Level			Labor Force Change
	1975	1990	2005	1990-2005
Total	93,775	124,787	150,732	25,945
Women	37,475	56,554	71,394	14,840
Men	56,299	68,234	79,338	11,104
White	82,831	107,177	125,785	18,608
Women	32,508	47,879	58,934	11,055
Men	50,324	59,298	66,851	7,553
Black	9,263	13,493	17,766	4,273
Women	4,247	6,785	9,062	2,277
Men	5,106	6,708	8,704	1,996
Hispanic Origin	(1)	9,576	16,790	7,214
Women	(1)	3,821	6,888	3,067
Men	(1)	5,755	9,902	4,417
Asian and other	1,643	4,116	7,181	3,065
Women	712	1,890	3,398	1,508
Men	931	2,226	3,783	1,557

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(1) Comparable data on Hispanics were not available before 1980.
Source: U.S. Department of Labor, Bureau of Labor Statistics, *Monthly Labor Review*, November 1991.

Industrial Outlook

Approximately 25 million new jobs will be added to the economy, raising total employment from 123 million in 1990 to 147 million by 2005. Just as in the previous 15-year period from 1975-1990, the majority of newly created jobs will be nonfarm wage and salary jobs in the service-producing industries.

The **service-producing sector** will continue to dominate job growth and will account for nearly 94 percent of all newly created jobs. Its share of all jobs will rise from 69 percent in 1990 to 73 percent in 2005. There are six divisions within the service-producing sector—transportation, communications, and utilities; wholesale trade; retail trade; finance, insurance, and real estate; services; and government.

The **services division** is currently the largest source of employment in either the service-producing sector or the goods-producing sector. It will also account for nearly one-half of all newly created jobs. These jobs span a wide variety of areas—retail trade, hotels and lodging services, business and repair service, personal services, entertainment and recreational services, educational and social services, legal services, health services, and public administration. In 1990 women held 62 percent (24.3 million) of all services division jobs (see table 2).

The **retail trade division** will replace manufacturing as the second largest source of total employment. By the year 2005, the addition of 5.1 million new jobs will put retail trade employment at 25 million. Despite this increase, many new retail trade jobs will be part time (less than 35 hours a week), tend to offer low pay, require little training and skills, demand little work experience, offer very limited chances for advancement, and will be very sensitive to shifts in the economy. Women have historically been the dominant participants in part-time employment. In 1990 women accounted for 68 percent of all part-time workers (women and men). Women held 52 percent of retail trade industry jobs in 1990 and will continue to dominate this segment as well as the services division.

Table 2
Employment of Persons 16 Years of Age and Over, by Major Industry Division, 1990
(numbers in thousands)

Industry	Total Employed	Percent Women	Total Women
Total	117,914	45.4	53,533
Nonfarm wage and salary	114,728	46.0	52,821
Goods-producing	29,610	25.8	7,639
Mining	730	15.5	113
Construction	7,696	8.6	662
Manufacturing	21,184	32.4	6,864
Durable goods	12,557	26.5	3,328
Nondurable goods	8,626	41.0	3,537
Service-producing	85,118	53.1	45,182
Transportation and utilities	8,136	28.5	2,319
Wholesale trade	4,651	28.4	1,321
Retail trade	19,618	51.9	10,182
Finance, insurance, and real estate	8,021	58.6	4,700
Services	39,084	62.1	24,271
Public Administration	5,608	42.6	2,389

Source: U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, Jan. 1991.

By 2005, the third largest division within the service-producing sector will be **government**—Federal, State, and local. The United States Office of Personnel Management reported in September 1988 that women accounted for 42.2 percent of total non-Postal Executive Branch civilian employment. Federal civilian employment has been relatively constant for the past 20 years at 2.7 million to 3.0 million and is projected to remain at this level through the end of this century. Women have made gains in Federal employment within recent years despite numerous cutbacks, hiring freezes, and staff reductions. Some of these advances are listed below:

- Between 1982 and 1988 women gained 108,000 jobs—minority women gained 64,000 jobs and nonminority women gained 44,000 jobs.

- Women accounted for 45 percent of the U.S. civilian labor force in 1990. In 1988, 6 of the 13 Federal departments—Labor, Commerce, Treasury, Education, Housing and Urban Development, and Health and Human Services—had work forces that were between 46 and 50 percent female.

- From 1982 to 1988, women executives increased from 714 to 845 and women professionals increased from 91,349 to 128,083.

Despite the advances of women in Federal employment service, 3.0 million newly created government jobs will originate mainly at the State and local levels. These jobs will include the areas of passenger transit, electric utilities, hospital care, education, and general government.

The **goods-producing sector**—mining, manufacturing, and construction—will show a slight gain in employment. The employment share of nonfarm jobs, however, will drop from 23 percent in 1990 to 19 percent in 2005. While the manufacturing and mining industries will experience declines in employment, construction industry employment will increase enough for a net gain of 248,000 jobs in the goods-producing sector. In 1990 women held only 26 percent of all goods-producing jobs.

Despite the overall employment decline within the manufacturing division, several manufacturing industries will grow faster than average—miscellaneous publishing, engineering and scientific instruments, medical and dental instruments and supplies, miscellaneous plastic products, and office and miscellaneous furniture. Women seeking employment here will find that these industries are smaller and will offer fewer job opportunities. Yet women will continue to find jobs in manufacturing, not only in growing industries, but also in stable or declining industries. New workers will replace current workers who leave the labor force for such reasons as retirement, illness, or death. They will also replace workers who shift to other industries. The total number of jobs available will be somewhat limited considering the country's steady movement into a service economy.

There are growing occupations within the manufacturing division that will provide women with greater opportunities. Increased computerization and higher output in health care products will result in job growth for **computer systems analysts, programmers, technicians, and salespersons**. The number of **engineers** will increase as a result of more research being conducted. The number of female engineers and computer systems analysts and programmers is increasing every year. More **managers** will be needed to deal with the growing demands and complexities of business operations. Currently, women account for 40 percent of all executive, administrative, and managerial positions.

The construction industry will add 923,000 jobs between 1990 and 2005. Industrial building construction should increase as companies invest in more modern factory and plant facilities. Residential construction may experience a slight slowdown because of the slowdown in population growth and formation of new households. The construction industry has always been a nontraditional area for women. Consequently, only 9 percent of construction jobs were held by women in 1990. A major Department of Labor initiative—"Women in the Skilled Trades"—was begun in 1990 to encourage women to enter the skilled trades. The skilled trades encompass precision production, craft, and repair occupations, such as mechanics, repairers, and the construction trades. Most jobs in the skilled trades offer stability in employment and are well paying. Construction jobs were heavily emphasized in this initiative because of their propensity to be unionized. They generally offer earnings commensurate with a person's skills level, paid training opportunities, and health and life insurance benefits.

Occupational Outlook

Women planning their careers, anticipating career changes, or aspiring to keep up with labor market changes should pay close attention to jobs that offer employment opportunities, good pay, and promotion potential. Job opportunities are usually more favorable in growing occupations, but occupations with the fastest growth do not necessarily provide the most new jobs (see table 3).

The three fastest growing major occupational groups—**executive, administrative and managerial; professional specialities; and technicians and related support**—require the highest levels of educational attainment.

They also have the highest proportion of workers with college degrees and workers with the highest earnings when compared with other major groups. In 1990 women represented 45 percent of all workers in these three groups. The executive, administrative, and managerial group will gain nearly 3 million jobs professional specialities will gain 3.5 million jobs, and technicians and related support occupations will grow by 1.2 million jobs. More and more women are entering these professions every year. Between 1983 and 1990, women accounted for an additional 303,000 accountants and auditors, 132,000 computer systems analysts and scientists, 80,000 financial managers, 56,00 lawyers, 29,000 physicians, and 24,000 electrical and electronic engineers.

General managers and top executives, computer programmers and systems analysts, teachers (secondary, elementary, and kindergarten), accountants and auditors, lawyers, electrical and electronic engineers, food services and lodging managers, and physicians are examples of occupations that will experience large employment increases. Most of these jobs will require at least a bachelor's degree or related experience.

Professional speciality jobs have the highest proportion of employees who acquired their training in college degree programs—architects, engineers, physicians, surgeons, dentists, lawyers, and teachers. During the 1986-1987 academic year, women accounted for a substantial share of master's degree confirmations—79 percent in health sciences; 74 percent in education; 33 percent in business and management; 27 percent in law; 25 percent in physical science; and 13 percent in engineering.

Four-year college training is not always a prerequisite for management and professional jobs. Personnel, training, and labor relations managers, computer programmers, and securities and financial services sales workers, among others, are some exceptions. As recently as 1990, 51 percent of all professional specialty workers were women.

Employment will grow fastest for **technicians and related support technicians**. These jobs require training after high school but may not require a four-year college degree. Generally, they do require some specific formal training, but not to the extent requireed in most professional specialty jobs. Some of these occupations are paralegals, registered nurses, data processing equipment repairers, surgical technologists, respiratory therapists, electrical and electronic technicians, and computer programmers. In many of these occupations, women have traditionally outnumbered men.

Table 3
The Fastest Growing Occupations, 1990-2005
(numbers in thousands)

Occupation	Employment 1990	Employment 2005	Change in Employment Number	Change in Employment Percent
Home health aides	287	550	263	91.7
Paralegals	90	167	77	85.2
Systems analysts and computer scientists	463	829	366	78.9
Personal and home care aides	103	183	79	76.7
Physical therapists	88	155	67	76.0
Medical assistants	165	287	122	73.9
Operations research analysts	57	100	42	73.2
Human services workers	145	249	103	71.2
Radiologic technologists and technicians	149	252	103	69.5
Medical secretaries	232	390	158	68.3

Occupations with the Largest Growth, 1990-2005
(numbers in thousands)

Occupation	Employment 1990	Employment 2005	Change in Employment Number	Change in Employment Percent
Salespersons, retail	3,619	4,506	887	24.5
Registered nurses	1,727	2,494	767	44.4
Cashiers	2,633	3,318	685	26.0
General office clerks	2,737	3,407	670	24.5
Truckdrivers, light and heavy	2,362	2,979	617	26.1
General managers and top executives	3,086	3,684	598	19.4
Janitors and cleaners, including maids & housekeeping cleaners	3,007	3,562	555	18.5
Nursing aides, orderlies, and attendants	1,274	1,826	552	43.4
Food counter, fountain, and related workers	1,607	2,158	550	34.2
Waiters and waitresses	1,747	2,196	449	25.7

Source: U.S. Department of Labor, Bureau of Labor Statistics, *Monthly Labor Review*, November 1991.

Employment for **service workers** will expand dramatically between 1990 and 2005—by 5.6 million workers. This will be the largest increase among all major occupational groups. Service workers tend to have lower educational attainment and lower earnings, except for occupations such as firefighters and police officers—nontraditional occupations that women should consider because of higher salaries and other benefits. Highly skilled service workers often increase their incomes substantially with tips and many women parlay their experience as service workers by establishing businesses in personal and other services. Women accounted for 62 percent of all service workers in 1990 and should increase their share by the year 2005.

Precision production, craft, and repair workers make up one of the slower growing occupational groups. Similar to service workers, they may have relatively lower educational attainment when compared with other workers. They do, however, have a highly developed degree of skills. Usually trained through apprenticeships or on-the-job training programs, skilled workers have higher than average earnings. Heavy equipment mechanics, millwrights, electricians, plumbers, and tool and die makers are examples of such workers. Known as nontraditional occupations for women, only 9 percent of precision productions, craft, and repair jobs were held by women in 1990.

Agricultural, forestry, and fishing occupations will halt their decline in employment from the previous 15-year period (1975-1990) but will only increase by 5 percent from 1990 through 2005. This major occupational group will gain about 159,000 jobs by the year 2005—mainly in animal caretakers, farmworkers, nursery workers, and farm managers. The number of female farm managers in 1990 (26,752), however, has more than tripled since 1983 when there were only 8,505.

Civilian Labor Force 16 Years of Age and Over, by Sex, Race, and Hispanic Origin, 1975, 1990, and 2005

(numbers in thousands)

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Source: U.S. Department of Labor, Bureau of Labor Statistics, *Monthly Labor Review*, November 1991.

Changing Times

Objective: Students will examine change in making choices and developing plans.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Discuss with students the effects of changing supply and demand for certain occupations.
2. Have students rank in order of preference four or five occupations they are interested in. Have students research their career choices and their projected demand for the future.
3. Form groups. Have one students at a time discuss their choice. Have students discuss this occupation 20 years ago and what they project it to be like 20 years from now.
4. Ask students if their choices have changed based on the projected outlook of the job.

Evaluation: Students will have a description of four of five occupations as they were 20 years ago, a description as they are now and a description of how they might be in the future.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 17e: Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Content	Instructional Strategies	Title of Resource
Describe the impact of environmental factors on career choice	Activity	*Environments for My Career*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities,* *Activity #22*

Environments for My Career

Objective: Students will examine the impact of environmental factors on career planning.

Materials:
✓Paper
✓Pen or pencil

Activity:

1. Have students break up into groups of three or four.
2. Ask students to generate a list of occupations which interest them. Have each group designate a recorder who will write down the occupations.
3. Have students discuss this list of occupations considering the following questions:
   a. Where would you like to live? In what part of the country? In a large city, suburb, small city, or rural area?
   b. How do you think where you live will affect your career? What sort of community/region/climate will offer you the best job opportunities?
   c. Is finding a job in your chosen career dependent on any of the following factors: population, climate, or geographic location?
   d. Do you think these sorts of factors will influence your career choice? Why or why not?
4. After about twenty minutes, have the recorder from each group summarize their group's discussion for the class.

Evaluation: Students will have identified careers which interest them and will have discussed how factors such as population, climate, and geographic location may impact those careers.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 17f: Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Content	Instructional Strategies	Title of Resource
Describe resources for locating job openings	Lecture; handout; discussion	*Where to Look for Jobs; Where to Learn About "Hidden Jobs" (OH)*
Demonstrate skills to use job opening information	Activity	*Finding a Job*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities,* *Activities #21 and 45* **WCIS Software** •*Job Hunters' Scan*

Where to Look for Jobs

Notes

If you know your skills and what kinds of positions you're most interested in, you can begin to look for a job.

There are many sources that give you information about what jobs are available.

Many people rely on the help wanted ads in the local newspaper or the services of employment agencies. State employment agencies are called Job Service Offices. Businesses that have job openings may call this office to get help finding qualified applicants. However, these resources uncover only 30% of the jobs.

Most of the jobs are found in what is called the "hidden job market." This means that most jobs aren't advertised to the general public through newspaper ads or employment agencies. They are "hidden" for several reasons.

- The need to hire someone may not be great enough for the company to go through all the trouble of listing a job opening.
- The company may already have someone to place in this position.
- There may already be enough job applications or resumes on file to hire from those.

The best time for you to discover a job and show how your skills can benefit the company is when the job is "hidden" from the public. There is less competition for the position while it is still part of the hidden job market, too. Your task is to find out where those jobs are. It takes time, practice, and the skills you are learning in this class.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Notes

◆**Where to Learn About "Hidden Jobs"**

- the Yellow Pages of the telephone book
- the Chamber of Commerce
- business directories
- the Directory of National Trade and Professional Associations
- Classified Directory of Wisconsin Manufacturers
- Wisconsin Business Directory
- professional journals
- Looking for Employment in Foreign Countries
- Summer Employment Directory of the United States
- bulletins listing state, county, and city job openings
- Community Social Service Agency directories
- associations and local organizations
- friends, relatives, and acquaintances
- the public library

◆**Other Job Sources**

State Employment Agencies

The state of Wisconsin has its own employment agency called Job Service of Wisconsin. All of its services are free. Find your local Job Service by looking in the Yellow Pages under "Employment Agencies," or in the White Pages under "Wisconsin, State of, Employment Agencies."

Job Service offices contain lists of jobs that are being offered throughout the state. The agency also refers qualified applicants to employers. In fact, companies that hold government contracts are required by law to list openings with the state employment agency.

In addition, Job Service offices can supply you with many informative brochures to help you conduct your job search.

Notes

Job Placement Services

There are many companies whose job it is to find you a job. They are called "employment agencies" or "job placement services." They meet with you, find out about your background, test your particular skills, and try to match you with employers who may be looking for your skills. Often, they arrange job interviews for you.

Look for the placement service near you in the Yellow Pages under "Employment Agencies."

Unlike state employment services, however, employment agencies charge for their services. You pay them a fee if they send you on an interview that results in your getting a job. Usually this fee is a percentage of your salary for the first year. Sometimes, the company that is interested in hiring will pay the fee. Ask yourself if you can afford to pay the fee.

Newspaper Want Ads

Another source of job information arrives at your doorstep daily—the newspaper. Every newspaper has a "Want Ad" or "Classified" section. Employers advertise in this section for people to fill jobs they currently have open.

The best advice anyone can give you about using the want ads to find a job is this: act quickly! Jobs advertised in newspapers are usually filled quickly and the competition is great.

◆Finding a Job

There are different methods of finding a job. Some are more successful than others.

Some methods of finding a job are:

- State employment agencies (Job Service)
- School
- Private employment agencies

Notes

- Applying directly to an employer
- Responding to want ads in the newspaper
- Contacts through friends and relatives

The most effective way of finding a job is by directly contacting an employer. You may do this by:

- calling an organization
- interviewing someone who works in the company
- visiting company personnel offices
- sending a resume

Most people seeking jobs spend about five hours a week job hunting. If you spend more time than this, you'll be more likely to get a job sooner. It's important to spend wisely the time you do have for job hunting.

Where to Learn About "Hidden Jobs"

- the Yellow Pages of the telephone book
- the Chamber of Commerce
- business directories
- the Directory of National Trade and Professional Associations
- Classified Directory of Wisconsin Manufacturers
- Wisconsin Business Directory
- professional journals
- Looking for Employment in Foreign Countries
- Summer Employment Directory of the United States
- bulletins listing state, county, and city job openings
- Community Social Service Agency directories
- associations and local organizations
- friends, relatives, and acquaintances
- the public library

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

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Finding a Job

Objective: Students will identify and use sources in solving the problems of finding jobs.

Materials: ✓"Identifying Employers For My Job Search Plan" handout on the following page

Activity:

1. Brainstorm a list of all possible sources for finding a job. You may wish to use the "Identifying Employers For My Job Search Plan" handout to get students thinking. The following are other possible sources:
    a. Newspapers
    b. Yellow Pages
    c. State employment offices
    d. Private employment offices
    e. Friends and relatives
    f. School placement offices
    g. Government offices
    h. Career days sponsored by colleges
    i. National publications (e.g., *Business Weekly*)
    j. Professional organizational publications
    k. Personnel departments of large companies
    l. Military recruitment offices

2. Discuss how each of these sources may be used and what kinds of jobs would be most commonly found through each source.

Evaluation: Students will have a sizeable list of sources they can use to find jobs.

Adapted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Identifying Employers For My Job Search Plan

Source	Where Can I Find Them	What Will They Tell Me?
Want Ads	Newspapers, some magazines, bulletin boards in public place	The name of the job, sometimes the name of the company and how to apply. Sometimes more.
State Job Service	The telephone directory in the white pages, usually under your State. Call for an appointment.	About local job openings, many employers who do not list openings in want ads. Can also help with special programs for people who qualify.
School Counselors and Teachers	High schools, vocational/technical schools, and colleges.	Information about jobs and companies that hire. Sometimes specific openings they know about.
Yellow Pages of Phone Book	The telephone directory at home, at work, or school. Libraries usually have many different directories from all over the country.	Names, addresses and phone numbers of employers listed alphabetically under specific categories.
Manufacturer's Directories (By State or City)	Libraries, Job Counseling Centers	Lists companies in the specific area, names of contact people, company officers, products and types or work done.
Chamber of Commerce	The telephone directory in the white pages, usually under the City's name.	Current list of local companies, what they do and contact people with telephone numbers.
Reference Library	Most libraries, especially in schools and colleges	Company annual reports, business and financial information and books on specific careers and job hunting.
Employer Personnel Office	Inquire in person or contact by telephone or mail.	Company jobs available and what workers do.

Reprinted with permission from Mimi Trudeau, Wisconsin Indianhead Technical College, New Richmond, Wisconsin.

Indicator 17g: Identify specific job openings.

Content	Instructional Strategies	Title of Resource
Identify specific job openings	Homework activity	

Indicator 17h: Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Content	Instructional Strategies	Title of Resource
Describe the purposes of job explorations	Handout; discussion	*Job Exploration Learning Objectives*
Set up a job exploration program	Instructor Resources	*Job Exploration Roles and Responsibilities; Sample Job Exploration Materials*
Conduct a job exploration of a nontraditional career and/or interview students/workers in a nontraditional career field	Activities	*Getting Started; Occupational Exploration; Questions for Panel of Students in Nontraditional/Technical Training Programs; Nontraditional Job Credibility Chart*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, pp. 135-141* **WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #15, 37 and 47* •*Exploring New Worlds, pp. 62-63* **Other Print Materials** •*Challenges, Changes or Choices, pp. 200-205* •*More Choices, pp. 68-77 and 81-92*

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Job Exploration Learning Objectives

1. Gain a more realistic sense of the typical work day in jobs of interest to you.
2. Increase your general knowledge about particular jobs by identifying the personal characteristics and training required.
3. Improve your skills in choosing a career by comparing your personal characteristics and values with the jobs characteristics.
4. Improve your critical thinking skills by making observations and drawing conclusions about your job site experiences.
5. Gain a better understanding of the relationship between learning and earning a living.
6. Learn to interact with many different adults in a variety of environments.
7. Learn to find your way around the community more easily.
8. Acquire practical experience in writing, speaking, listening, and mathematics as these skills relate to specific jobs.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Job Exploration Roles and Responsibilities

Student	School Staff	Employer/Instructor
	Recruit and orient employer/instructor (EI).	Agree to receive students on explorations; identify site information and tools available to students. Designate times (days and hours) students can be at the site for exploration.
Take career interest tests and evaluate results with staff.	Administer career interest tests and counsel with student regarding results.	
Choose site for first exploration and research characteristics	Help student with site selection and research.	
Make appointment to visit site.	Support student scheduling.	Schedule time for students to visit.
Go to site, meet employer/instructor (EI), begin exploration activities and Job Exploration Guide.	Instruct student on purpose and use of Job Exploration Guide.	Meet student and show around site.
Keep appointments at site. Complete Job Exploration Guide.	Maintain contact with EIs. Help student obtain resources needed. Monitor performance.	Respond to student questions, help obtain resources at site. Verify student's attendance. Monitor student's performance and communicate with staff. Offer career counseling when appropriate.
Obtain EI verification of completed guide. Write thank-you letter.		Evaluate performance end sign Job Exploration Guide when completed satisfactorily.
Notify staff of conclusion of exploration; turn in signed guide.		
Meet with staff to evaluate exploration, look again at career assessments and choose new site.	Evaluate completed guide with student. When satisfactory, record completion. Counsel with student on career understanding based on exploration experience. Help student select new site.	

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide,* 1984, , Women's Bureau, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Sample
Letter to the Student

April 20, 1990

Dear Hank:

We are pleased that you are able to be a participant in the Job Shadowing Program sponsored by the La Crosse Valley View Rotary.

We believe that this opportunity will be helpful to you because you will be able to observe the work site and activities of your choice. Perhaps more importantly, you will have the opportunity to work with a person actually doing the job you are striving to attain. We encourage you to take full advantage of this experience.

The people whom you are "shadowing" are eager to provide this time for you. We know that you are our future workers. You are very important.

After completing this program, we hope that you will have gained knowledge and the confidence that you can fulfill your dreams.

Your coordinator will be arranging transportation for you. You will be at Tom's Turkey Express on Friday, April 27, starting at 11:00 a.m. and finishing at 3:00 p.m. The person you will be working with is Tom Toman.

We are planning to have the students attend one of our weekly Rotary meetings in May to share your experiences with our members. Your certificate will be awarded to you at that time.

We wish you the best possible time in your job shadowing experience, as well as your future endeavors.

Sincerely,

Sue Larson
Vocational Service Committee

Encl.: Job Shadowing Questions
Job Shadowing Basics

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Basics of Job Shadowing

I. **Prepare**
- dress appropriately for the job site
- arrive on time
- notify the job site if you can't participate on the scheduled day
- take a written list of questions
- take a notepad and pencil for notes

II. **At the Job Site**
- introduce yourself
- be observant, but not in the way
- ask your questions at appropriate times
- take notes
- when you leave, thank the professionals for their time

III. **Evaluate Your Experience**
- send a thank you note to the professional you shadowed
- read over your notes and add to them, if needed
- discuss your experience with teacher, counselor, etc.
- decide how this experience may affect your plans for the future

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Letter of Explanation to Contact Persons

September 14, 1990

Janet Kusch
Teen Health Services
Lutheran Hospital
1910 South Avenue
La Crosse, WI 54601

Dear Janet:

Thank you for offering the Valley View Rotary Job Shadowing project to your students this year. Participants should plan on four hours at the job site on Thursday, October 25, 1990. A $10.00 stipend will be offered to the student to offset any expenses incurred.

The procedure is as follows:

1. Select up to 10 participants to complete the enclosed application. Please note on application if participant is willing to be covered by the media.
2. Return applications by October 1 to me at:
   Family and Children's Center
   2507 Weston Street
   La Crosse, WI 54601
3. Valley View Rotary will then match students with career interest.
4. Time, contact person, work site, and preparations materials will be returned to you by October 1.
5. **Job Shadowing Day is October 25, 1990.**
6. You and the participants are invited to attend the Valley View Rotary Club meeting on: November 14, 1990, 7:30 until 8:30 a.m., Christopher's Restaurant, Valley View Mall.

The experience is structured to help your students make a career choice, inform them of the steps they needed to achieve their goals, and let them know that choices are not so much limited by external forces as they are by internal expectations.

We hope this project supplements the important work your program is doing for the future members of our community.

Sincerely,

Sue Larson
Vocational Service Committee

Encl: Job Shadowing Interview Form

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Job Shadowing Interview Form

Name ______________________ Birth Date ____________

Address ______________________ City, State, Zip ____________

Phone Number ______________________________

School ______________________________

Referred by (program): ______________________________

1. What career are you interested in? (Please be specific.)

2. What education or experience have you had so far that relates to that career?

3. What are your educational plans? (Check all that apply.)

   ______ Complete high school/GED
   ______ Vocational/Technical school
   ______ College
   ______ Graduate School
   ______ Other ______________________

4. Would you have any special needs in order to participate in a job shadowing experience? (For example: clothing, transportation, translator/signer, handicapped accessibility, etc.)

5. Is there a day of the week or time of day when you would not be able to go to a job site?

6. Are you willing to be covered by the media (local newspaper, radio or television) during your job shadowing experience? (If under 18, attach release form.)

For Rotary Use Only

Work site ______________________ Phone Number ____________

Date ______________________ Time ____________

Contact Person ______________________ Profession ____________

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Sample
Letter to Job Site

April 20, 1990

Becky Hall
MBA Architects, Inc.
321 So. 3rd Street
La Crosse, WI 54601

Dear Becky:

This is to confirm that an individual will be job shadowing with you on Friday, April 28, from 1:00 until 4:00 p.m. The individual's name is Xa Moua, a student from Central High School. He is interested in architectural or electronic engineering.

The job shadowing program is a project of Rotary. Participants are scheduled to job shadow a selected professional for a few hours. While this experience may affect a career choice, it will also provide both the shadower and the professional with new information and perspectives of diverse populations and environments. The three populations that will participating as shadowers will be: "at risk" high school students, minority students, and displaced homemakers.

Please feel free to structure the shadowing in any way you feel would be useful. During the visit to your place of employment, we hope the individual will:

1. Observe a work environment in order to have the opportunity to ask questions about the field of work.
2. Have the opportunity to see what you do, what you wear, how you act, your physical work environment, and the skills necessary to perform your work duties.
3. Gain a better understanding of what a specific job is all about.
4. Acquire an appreciation for the fact that career choices are not limited by external forces so much as by the internal expectations that people have of themselves.

The job shadower will not be expected to "work" at the job, but will be expected to ask questions about the work and observe. The individual will arrive at the job site with the understanding that you are allowing him/her the privilege of being on the job.

Thank you for your personal involvement in the Valley View Rotary job shadowing program. You are serving a vital role in the career choices of the young, the minority, and the re-entry people of our area.

Sincerely,

Sue Larson
Vocational Service Committee

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Sample
Job Shadowing Evaluation

Please complete and return as soon as possible. This job shadowing evaluation will:

1. be used to improve the program, and
2. be shared as valuable feedback for the job shadower.

Please use "N/A" for any item that is not applicable.

Evaluator's Name(s) ______________________________

Work Site ______________________________

Job Shadower's (Student's) Name ______________________________

I. A.) I would give the individual the following positive feedback:

B.) I would suggest that the above individual consider changing some of the following behaviors, attitudes, dress, etc., that could be detracting to our future employers.

II. A.) Aspects of the job shadowing that went particularly well and ones that I would recommend be continued in the future include:

B.) Changes/additions that I would recommend making to improve the experience include:

III. **Please check the appropriate response:**

A.) Overall, the job shadowing experience was worthwhile and enjoyable for me.
Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree ___

B.) I would offer to host a job shadower in the future.
Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree ___

IV. Additional comments, suggestions, or ideas:

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Sample
Job Shadowing Questions

I. **Job Title and Description**
  1. What is the professional's specific job title?
  2. What are the job responsibilities?
  3. Is the job an entry-level, mid-level, or upper-level position? If it is mid or upper level, how long did it take to get to that position?
  4. Is travel required? Special clothing? Purchase own equipment?

II. **Education and Training**
  1. How much schooling is needed for the job? (For example: vocational, college, number of years, apprenticeship)
  2. Does the job require a license, physical strength test, or written exam?
  3. How much does it cost in terms of time and money, to prepare for this job?

III. **Employment Outlook**
  1. Would it be easy or difficult to find a job in this profession?
  2. What kinds of places hire someone with these job skills?
  3. Would you probably have to relocate to find a job in this profession?

IV. **Pay and Benefits**
  1. What is the starting pay for this job?
  2. How do the workers receive pay increases?
  3. Is the pay salaried, by the hour, or commission?
  4. Do you need to join a union?
  5. What fringe benefits are available with this job? (Health, dental and life insurance, vacations, company car, continuing education, etc.)

V. **Personal Rewards**
  1. What does the professional like about this job? What are drawbacks?
  2. What is the most satisfying job he/she has ever had?
  3. What is the most dissatisfying job he/she has ever had?
  4. If he/she had it to do over again, would the same education and career choices be made?

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Getting Started

Choosing A Job To Explore

What type of nontraditional job are you about to explore?

Why did you choose this job to explore?

How is this job nontraditional for women?

Describe what you expect based on information from career tests you have taken or knowledge you already possess:

Choosing the Job Site

Job Site: ________________

Resource Person: ________________

Address: ________________

Phone: ________________

Dates and times of your appointments at the Job Site:

Date:		Date:		Date:	
Time:		Time:		Time:	

How do you plan to get to the site? ________________

Occupational Exploration

Occupation explored: ____________________

Resources used and persons interviewed: ____________________

Job duties (nature of work, duties, activities, typical work day): ____________________

Working conditions (physical and psychological aspects of work environment, hours, travel, nature of supervision, social obligations)

Personal requirements and skills (demonstrated or measured aptitudes, skills, interests, or personality traits):

Entry to field (how do you get first job: examinations, licensure, union affiliations):

Reprinted from *Curriculum Manual for Career Planning* with permission of Fox Valley Technical College, Appleton, Wisconsin.

Salary and fringes (beginning salary, salary range, increments, vacations, sick leave, health and other insurance, pension, expense account, profit sharing):

Employment outlook (supply and demand for present and future, stability, chance for advancement, need for mobility, types of changes occurring, Affirmative Action factors):

Advantages (what do you like best about the job?):

Disadvantages (what is least satisfying about the job?):

Related work (types of similar jobs or jobs requiring similar skills):

Comments:

Questions for Panel of Students in Nontraditional/Technical Training Programs

1. In which programs are you enrolled? For what jobs will this program prepare you?

2. How did you decided to select this career? Did you have any career guidance?

3. Did you receive support and encouragement from family members, friends, counselors, etc. when you indicated your interest in this nontraditional field?

4. What did you encounter during your first few weeks in class? Were your classmates and instructors supportive of you and your choice?

5. What work experiences have you had in this career field (part-time work) and how were you treated in the work environment?

6. What advice do you have for other participants?

7. What do you like and dislike about your program or career choice?

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission of Anoka Technical Institute, Anoka, Minnesota.

Nontraditional Job Credibility Chart

Targeted Nontraditional Job ____________________

Knowledge and Experience With Tools and Machinery

Skills needed:	I have these skills		I'd like to have these skills		Where I could learn them
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Knowledge of Specific Trade or Industry

Knowledge Needed:	I have this knowledge		I'd like to have this knowledge		Where I could learn this
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Physical Strength and Abilities

Skills Needed:	I have them		I'd like to learn them		Where I could learn them
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Related On-the-Job Experiences

Useful Related Experience:	I have it		I'd like to have it		Where I could get it
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Reprinted from *Women In Nontraditional Careers (WINC) Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Knowledge of Related Safety Issues

Knowledge Needed:	I know about it		I'd like to learn about it		Where I could learn about it
Safety Hazards:					
1. ______	YES	NO	YES	NO	______
2. ______	YES	NO	YES	NO	______
Health Hazards:					______
3. ______	YES	NO	YES	NO	______
4. ______	YES	NO	YES	NO	______

Potential Problems Related to Sex Discrimination

Potential Problem:	I know what to do		I'd like to learn what to do		Where I could learn about it
1. ______	YES	NO	YES	NO	______
2. ______	YES	NO	YES	NO	______
3. ______	YES	NO	YES	NO	______
4. ______	YES	NO	YES	NO	______

Indicator 17i: Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.

Content	Instructional Strategies	Title of Resource
Describe the probability of career changes	Handouts; discussion	*Changing Careers; Changing Careers Not Unusual At All*
Identify decisions involved in changing careers	Handout; discussion	*Twenty Questions You Should Ask Yourself Before Changing Careers*
	Additional resources	**Other Print Materials** •*Challenges, Changes or Choices, pp. 232-234*

Changing Careers

It takes determination, soul-searching and more

There is a very good chance that you are going to change careers two or three times in your lifetime. In fact, a study published by Future Directions for a Learning Society claims that the number of Americans in job transition at any given moment is about 40 million.

Many students who wonder, "What do I want to do for a living?" are ill-prepared to face that question repeatedly throughout their lives. When they are faced with a career change, they often think that their only recourse is to go back to school and learn a new specialty.

Although more schooling is certainly a good option, it is not the only one. You can do some investigation and career planning on your own. After all, no matter what seminar you take or degree you obtain, you're still faced with the question, "What do I want to do?"

Dear Joan Lloyd:

I enjoy reading your column in The Milwaukee Journal. *I'm considering a career change. What factors should I consider in making a change? Are there some guides to follow in moving from one career to another? How can I go about choosing a career that is challenging, motivating and satisfying?*

There is no one "correct" way to go about changing careers. Each career changer must develop an individual plan because each situation is different. There are a few factors which seem to have broad application, however. Here they are:

Determination

In his book, *What Color is Your Parachute?*, Richard Nelson Bolles says, "Successful job-hunting systems are those which have figured out a way to help the job hunter keep at it. This is the key."

You must approach your career change as if it were a full-time job. If you're employed, that means after work, lunch hours, breaks and weekends. It must become your obsession.

It's usually much more difficult to get into a different career than it is to advance in your current one. If you tenaciously pursue your goal each day, your determination will pay off.

Self-Analysis

No one can tell you what career to pursue. It must come from you. One way to get started is to analyze where you are now. It's likely you were drawn to the specialty you're in because of some interest or ability you possess. On paper, write

Reprinted from the Milwaukee Journal by permission of Joan Lloyd, author.

all the things you like to do on your current job and then do the same with all former jobs.

Next, break all the "likes" down into actions or behaviors. For example, if you like to write project reports, what specifically do you like about? Did you like interviewing your sources, analyzing the data or writing the report itself?

If you "like working with people," break that down into more behavioral terms. Do you like teaching them, advising them, supervising them, helping them?

Common Threads

Look for similarities among your past jobs. Were you drawn to them because of some particular aspect of these jobs? For instance, they may all have contained goal-oriented project work. Perhaps they required certain communication skills like active listening, negotiating or persuasiveness.

If you find one or more common threads running through your past jobs (or hobbies), you should strongly consider pursuing career areas that contain the same thread.

On the flip side, if this pattern can be linked to major dissatisfactions with current or former jobs, you have more work ahead of you. At least you'll know what you don't like to do.

You stand a much better chance of convincing a potential employer that you can be successful in a new career, if you can prove you've succeeded in related areas in the past.

Identify Barriers

Barriers come in all shapes and sizes. List yours. Perhaps you've decided you want to work for a corporation, but your degree and experience are in the field of nursing.

You might list these barriers: "No contacts in business; don't know the kinds of jobs that are available; full-time job takes up much of my day," etc.

If you don't write out specific action steps to overcome each barrier, they will likely stop you in your tracks. If you list, for example, that having a full-time job while job-hunting as a barrier, you might decide to call at least three employers a day for one of your action steps.

If you fail to plan for these barriers, you might as well plan to fail.

One Kind of Job

It's often not enough to decide you want to "get into sales" or "work in personnel." You still have more homework to do.

Once you have narrowed the field down, look at it under a microscope and compare it to what you know about yourself and any common threads you have discovered.

For instance, the nurse who knows she builds rapport quickly, has persuasion skills and wants to be rewarded monetarily for her results may choose sales as an alternative career.

Now the questions are: Where and what will she sell, how will she sell it and to whom? Once she analyzes these factors in light of her abilities and interests, her path will become clear.

What's the payoff for all of this hard work? A full, satisfying life that begins when you get up in the morning, not after five o'clock.

Changing Careers Not Unusual At All

Tomorrow, ask your co--workers what their majors were in college. There's a good chance they're not in a job that matches their diploma.

Statistics show that it's not uncommon for people to change careers several times in their lives.

There are many factors that can contribute to a decision to switch careers -- a changing economy, new interests or a need for more money are some of them.

Here's a letter from a reader who "wants out" just one year after graduation:

I am dental hygienist with an interest in changing my career. I graduated in 1985 from Marquette University. I have a bachelor of science degree in dental hygiene. I would appreciate any information on alternate career choices.

The first thing you must do is figure out what you don't like about dental hygiene and why. Do you want more money, more recognition, the ability to advance?

If you've been working this past year, decide whether it's the people you dislike or the job itself. If it's the people, you should try another job in the same field before packing it in.

If it's the job itself, you didn't do a thorough examination of your chosen field before your graduated. Many college students choose a major under pressure. They do no field projects or informational interviewing while in school. After graduation, they are dismayed to find their first job is not what they'd hoped.

If this sounds like you, don't make the same mistake twice.

Identify what attracted you to dental hygiene in the first place. This will help you find a common denominator that could lead you to satisfying alternatives.

For example, do you enjoy the medical field, helping people, or working with your hands? If so, which do you like the most? By listing your interests and skills and prioritizing them, you'll come up with several key things to get you started on a different track.
For example, if you like educating patients, talk to people who work in community health education, corporate trainers, health teachers and wellness consultants.

If you like the administrative details of your job, explore jobs in the insurance industry, medical clinics and medical coordinator positions.

If you have drive and a desire for an income that matches your energy, consider selling dental or medical supplies.

Reprinted from the Milwaukee Journal, Sunday, October 19, 1986, by permission of Joan Lloyd, author.

Most of the choices I've listed are in the medical field. That's because a new employer wants to see a relationship between your background and the job for which you're interviewing.

Once you've taken a detour from dental hygiene and gotten different experiences and accomplishments under your belt, your degree won't be as important.

While deciding on a career to pursue, talk to people who actually work in the field. Ask everyone you know for names of people whom you can call. Many professionals are flattered when asked to talk about themselves and their jobs. If you use the name of someone who referred you, you're likely to get in for an informational interview. Don't be shy. Networking goes on at all levels and in all professions.

Also, there may be some merit in talking to a career counselor and in taking some tests but, in the end, the direction still must come from you.

Twenty Questions You Should Ask Yourself Before Changing Careers

1. Am I dissatisfied with my career or only my job? Could I find satisfaction in a related job within the same field?

2. Are the working conditions the motivating factor for a change?

3. If so, could I change my environment, or my attitude toward it, or is the only resolution a career switch?

4. Do I wish to express certain values on the job that I can't in my present occupation?

5. Do I feel as though I could use more of my abilities and skills in another occupation?

6. Do I have an understanding of my personality and the type of environment I'd prefer to work in?

7. Do I know where my interests lie? What do I know about my vocational interests?

8. Have I taken an inventory of my skills and know about my vocational interests?

9. Have I acquired new skills that I don't have the opportunity to use in my present occupation even though I'd like to?

10. Am I willing to make sacrifices to start all over in a new occupation—such as taking a salary cut? Are the people who are dependent on me also willing?

11. Can I enter my newly chosen occupational field without retraining or further education?

12. Will my functional skills transfer to the occupation I chose, or must I develop new skills?

13. Do I have alternative plans—or are all my eggs in one basket?

Reprinted with permission from Wayne E. Behrens, Director of Academic Counseling, UW-Extension, University of Wisconsin-Madison.

14. Are there any ways that I can try out a new career without quitting my full-time job?

15. Exactly what will I be giving up and what will I be gaining to change careers?

16. How important are the golden handcuffs—seniority, retirement fund, and other benefits—to my welfare both in the short run and over the long run? Have I done pen and pencil figuring, or only day-dreaming?

17. Is there help available in my community to facilitate my career change or help to insure its success?

18. Do I feel that I have the patience to spend the time in an entry-level position to get to my goal?

19. What small preparations can I begin today to help with my career switch? Do I have a list of small, medium, and big goals drawn up? Micro- and minigoals too?

20. How willing am I to take risks—like risking not being happy in a new occupation? Would I be willing to make another switch if that happens?

Indicator 17j: Describe the advantages and disadvantages of self-employment as a career option.

Content	Instructional Strategies	Title of Resource
Describe trends in the self-employment of women	Lecture; discussion	*Facts on Working Women: Women Business Owners*
Identify resources for starting a small business	Handouts; discussion	*Resources for Women Entrepreneurs; Business Help Directory; National/Trade Associations; Resource Agencies*
	Instructor resource	*Additional Resources*
	Additional resources	*See Also: Indicator 19k* **CEW Print Materials** •*Achieving Success in Small Business* •*Steps to Starting a Small Business* **WCIS Print Materials** •*Working for Yourself* **WCIS Videos** •*Entrepreneurship: A Vision for Everyone* **Other Print Materials** •*More Choices, pp. 93-99*

Facts on Working Women: Women Business Owners

Women continue to make inroads into business ownership in the United States. Women-owned nonfarm sole proprietorships increased 62.5 percent between 1980 and 1986, from 2.5 million to 4.1 million.[1] Total nonfarm sole proprietorships increased 41.8 percent during the same time period, from 9.7 million to 13.8 million. Women's share of total nonfarm sole proprietorships increased from 26.1 percent in 1980 to 29.9 percent in 1986.

The largest number of women-owned businesses historically has been in services and in wholesale and retail trade and this trend continued into 1986. As indicated in Table I, 2.4 million women-owned businesses were in the services industry followed by 975,000 in wholesale and retail trade. However, women's business ownership in nontraditional areas has increased significantly since 1980 with a 165.9 percent increase in mining, construction and manufacturing, and a 110.9 percent increase in agriculture, forestry and fishing, for example.

Women-owned nonfarm sole proprietorships represented 12.9 percent of total business receipts in 1986, up from 8.8 percent in 1980. Between 1980 and 1986, total receipts of women-owned nonfarm sold proprietorships virtually doubled, increasing from 36.4 billion to 71.6 billion. The average receipts of women-owned sole proprietorships rose 19.9 percent in current dollars from $14,348 in 1980 to $17,362 in 1986. Women's increasing share of both proprietorships and receipts are indications of women business owners growing importance in the American economy.

Table I: Women-Owned Businesses by Industry (in thousands) and Percent Change: 1980 through 1986

	1986	1980	Percent Change 1980-1986
Total	4,121	2,535	62.5
Agriculture, Forestry, and Fishing	65	31	110.9
Mining, Construction, and Manufacturing	224	84	165.9
Transportation, Communications, and Electric Utilities	52	28	86.1
Wholesale and Retail Trade	975	825	18.2
Finance, Insurance, and Real Estate	451	355	27.2
Services	2,355	1,213	94.2

Reprinted from "Facts On Working Women," No. 89-5, December 1989, U.S. Department of Labor, Women's Bureau.

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[1] The State of Small Business: A Report of the President, Transmitted to the Congress, 1989. (The Small Business Administration notes that these figures still represent an underestimate of the total business ownership of women since women-owned corporations and partnerships are not tabulated by the Internal Revenue Service.)

According to a report issued by the Bureau of the Census[2] in 1982, businesses owned by women were more likely than businesses owned by men to:

- be home-based (56 percent as compared with 51 percent)
- have no paid employees (84 percent as compared with 76 percent). Women were employed in 11 percent and minorities were employed in 4 percent of women-owned firms. Also, women business owners were less likely to work more than 40 hours a week in ownership activities.
- provide no income to the owner from the firm (18 percent as compared with 13 percent). On the other hand, about one-fourth (23 percent) of women business owners reported deriving 100 percent of their income from the firm compared with 29 percent of men business owners.
- have been newly acquired. Twenty percent of businesses owned by women were acquired in 1982 (the year of the survey) as compared to 15 percent of businesses owned by men. Only 6 percent of women-owned businesses were acquired by the owner before 1960 as compared with 11 percent of those owned by men. Nearly three-fourths of women business owners were the original founders and 13 percent purchased their businesses. However, women-owned businesses were more likely than those owned by men to have been acquired as a gift or through marriage.
- have been started or acquired with no capital required or borrowed (75 percent as compared with 66 percent). Thirty-six percent of women owners did not borrow because capital was not required, as compared with 26 percent of men owners. As a group, women sole proprietors relied less than men sole proprietors on banks as a source of borrowed start-up or acquisition capital.
- have been started with less capital. In real (1982) dollars, women founded their businesses with about half the capital used by men ($10,503 as compared with $20,717).

Women business owners tended to be somewhat younger than their male counterparts. About 69 percent were between the ages of 25 and 54 while 16 percent were age 55 to 64 and 8 percent were age 65 years and over. Among men business owners, 67 percent were between 25 to 54 years of age, 18 percent were 55 to 64 years, and 9 percent were 65 years of age and over. The remaining respondents were under age 25.

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[2] 1982 Characteristics of Business Owners, CB082-1, Bureau of the Census, U.S. Department of Commerce issued August 1987. This report presents data about the characteristics of minority-owned and women-owned businesses and their owners as well as a comparable non-minority male business universe.

Seventy-one percent of women business owners were married as compared with 82 percent of men owners. Of the remaining women owners responding, 11 percent were divorced or separated, 9 percent had never married and 6 percent were widowed.

According to a study by Faith Ando and Associates, of women-owned sole proprietorships in 1982, 92.5 percent were owned by white women, 3.8 percent by black women, 2.1 percent by Hispanic women and 1.6 percent by Asian women (see Chart 1).

Women business owners were less likely than men business owners to have previously owned a business—about 14 percent compared with 22 percent. Managerial experience provides individuals with experience in decision-making and employee supervision which might be drawn upon once these individuals become business owners. Although women sole proprietors may tend to have less work experience and even less managerial experience than their male counterparts, women business owners have the highest proportion of persons with at least a high school education (86 percent versus 83 percent for men owners). While men owners are somewhat more likely to have acquired 5 or more years of college education, slightly more than half of women business owners (52 percent) had at least 1 year of college, 15 percent had 5 or more years of college, and 63 percent had attended a business course, seminar or workshop.

Opportunities for women in business should be enhanced as a result of recent public attention to the status of women business ownership and passage of legislation to provide training and assistance for women owners. For example, in June 1988, the U.S. House of Representatives issued a report, New Economic Realities: The Rise of Women Entrepreneurs, which was the result of hearings held by the Congress on women-owned businesses.

Recently, the Office of Women's Business Ownership in the U.S. Small Business Administration (SBA) announced a program for long term training and counseling called Women's Network for Entrepreneurial Training (WNET). This program is designed to foster year-long mentoring relationships between successful women-owned businesses and fledgling women-owned businesses of 1 to 3 years. Additional information about this program may be obtained from the Office of Women's Business Ownership at (202) 653-8000.

The Women's Business Ownership Act of 1988 authorizes $10 million over a 3-year period for financial assistance to private organizations to provide financial, management, marketing, and technical assistance to women business owners. The intent of the law is to replicate existing programs offering long-term training and counseling. The U.S. Small Business Administration recently announced three Federal grants totaling more the $700,000—the first in a series expected under the act. Organizations funded under the program must match the Federal funds dollar for dollar with private money. The organizations must also have proven experience in providing this kind of training, must be able to quickly initiate the new training, and must be able to provide specialized training to women who are socially and economically disadvantaged. Additional information about this program may be obtained by calling the Office of Women's Business Ownership in the U.S. Small Business Administration at (202) 653-8000.

The Women's Business Ownership Act also amends the Equal Credit Opportunity Act to add certain business loans to those already covered by the Act. It contains provisions such as the establishment of a 5-year National Women's Business Council to review the status of women-owned businesses, data collection procedures and other government initiatives relating to women-owned business and recommends ways to promote greater access to financing and procurement of opportunities for such businesses.

Women's business ownership is seen by the Women's Bureau as a significant step in efforts to improve the economic status of women. Women-owned businesses represent a significant part of the overall U.S. economy and also provide important sources of employment for the growing number of women entering the labor force. In addition, home-based businesses may often serve as a viable option for those women who may wish to enter the labor force but who, for various reasons, may not be able to seek employment outside the home.

Resources for Women Entrepreneurs

Wisconsin Women Entrepreneurs
1126 South 70th Street, Su. 106
Milwaukee, WI 53214
414/475-2436

Largest statewide organization for established businesses with chapters in Milwaukee, Racine, Green Bay and Madison. Provides monthly programs, training seminars, mentor committees, membership directory and annual awards dinner.

PROCUREMENT CERTIFICATION PROGRAMS

Certification programs for women business enterprises (WBE) offer incentives to WBE firms who sell to government agencies. Always check with your local municipality for other possible WBE programs.

Wisconsin Department of Transportation (DOT) - Disadvantaged Business Programs
4802 Sheboygan Avenue, #951
P.O. Box 7916
Madison, WI 53707
608/266-6961

Certification program for contracts with the State of Wisconsin DOT.

Minority Business Joint Certification Program
2323 North Martin Luther King Drive
Milwaukee, WI 53212
414/265-7680

Certification for WBEs for Milwaukee County, the Milwaukee Metropolitan Sewage District and the City of Milwaukee.

Wisconsin Supplier Development Council
4222 Milwaukee Street
Madison, WI 53714

Certification program for private firms interested in buying from WBE businesses.

LOAN PROGRAMS

Linked Deposit Loan Program
Wisconsin Housing & Economic Development Authority
1 South Pinckney Street
P.O. Box 1728
Madison, WI 53701-1728; 1-800-362-2767

Reduced rate loan program for purchase or improvement of buildings, equipment or land.

Small business Administration Loans
212 East Washington Avenue
Madison, WI 53703

Contact your local bank on the SBA 7A and SBA 504 programs for fixed asset and working capital loans.

GENERAL BUSINESS INFORMATION AND ASSISTANCE

Women's Business Initiative Corporation
3112 West Highland Blvd.
Milwaukee, WI 53208
414/933-1800

Provides training, individual counseling and loan funds to women interested in starting or expanding a business.

Wisconsin Small Business Development Centers
608/263-7766

The Small Business Development Center provide excellent courses for small businesses, including a number of special courses for women. Ten (10) centers are located throughout the state. Contact your SBDC.

UW-Eau Claire	715/836-5637	UW-Oshkosh	414/424-1541
UW-Green Bay	414/465-2089	UW-Parkside	414/553-2047
UW-LaCrosse	608/785-8782	UW-Stevens Point	715/346-2004
UW-Madison	608/263-2221	UW-Superior	715/394-8351
UW-Milwaukee	414/224-4758	UW-Whitewater	414/472-3217

Wisconsin Innovation Service Center
UW-Whitewater
414/472-1365

Assists inventors in evaluating the commercial feasibility of their new product ideas.

Public Library

Business reference area is an invaluable source of information for your business.

Business Help Directory

This directory is a quick reference of state and federal information and regulations.

State Resources

For information on state permits and licenses, available buildings and sites, labor availability, taxes, sources of financing, and resolution of regulatory problems, contact: Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness) (in-state) or **608/266-1018** (out-of-state). Wisconsin also has a public/private initiative to encourage business growth. Contact: Forward Wisconsin, Inc.; **414/223-3999**.

Research and Development Funds

For information and assistance in pursuing federal Small Business Innovation Research grants and state Technology Development Funds, contact: Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness).

Business Development

The Department of Development offers a variety of services and assistance to promote economic development in Wisconsin. Contact: Expansion and Retention; **608/266-0165** Financing; **608/266-7099** International Import/Export; **608/266-1480** Minority Business; **608/267-9550** Permit Information/Assistance; **1-800-HELP-BUS**(iness) Small Business Assistance; **608/266-0562** Tourism; **608/266-2147**.

Small Business Development Centers

For small business counseling and management education, contact: University of Wisconsin-Extension Administrative Unit, 602 State Street, Madison, WI 53703; **608/263-7766**. Coordinators of Small Business Development Centers (SBDC):

UW-Eau Claire	715/836-5637	UW-Oshkosh	414/424-1541
UW-Green Bay	414/465-2089	UW-Parkside	414/553-2047
UW-LaCrosse	608/785-8782	UW-Stevens Point	715/346-2004
UW-Madison	608/263-2221	UW-Superior	715/394-8352
UW-Milwaukee	414/227-3240	UW-Whitewater	414/472-3217

Special SBDC Services—Evaluation of commercial feasibility of new product ideas or inventions—Center for Innovation and Development, UW-Stout (at Menomonie), **715/232-1252**. Technology Transfer Program—Commercialization of products—UW-Whitewater, **414/472-1600**. Wisconsin Innovation Service Center—Preliminary evaluation of incentives—UW-Whitewater, **414/472-1365**.

Reprinted from the *Business Help Directory,* U.S. Small Business Administration.

State Purchasing
For information on state government purchasing and procurement procedures, contact: Department of Administration, Bureau of Procurement, 101 South Webster Street, P.O. Box 7867, Madison, WI 53707; **608/266-2605**.

Science and Technology References/Resources
A point of access to published scientific, technical, and marketing information and patents, standards, and specifications, contact: Information Services Division, Kurt F. Wendt Library, 215 North Randall Avenue, Madison, WI 53706; **608/262-5913**. For information on research centers and capabilities available in the System, contact: **1-800-362-3020**, ask for "WISC."

Vocational, Technical, and Adult Education (VTAE)
Vocational education and job training provided locally through 16 districts. Contact: VTAE, 310 Price Place, P.O. Box 7874, Madison, WI 53707; **608/266-2302**.

Job Service
To match job seekers and employment opportunities through over 40 local offices, contact: Department of Industry, Labor, and Human Relations, 201 East Washington Avenue, Room 203, Madison, WI 53702; **608/266-7926**.

Labor Market Information and Employee Training
For labor market statistics information on employment trends and training programs, contact: Department of Industry, Labor, and Human Relations, Employment and Training Library, P.O. Box 7944, Madison, WI 53707; **608/266-2832**.

Census/Demographic and Population Estimates
Contact: Demographic Services Center, Department of Administration, 101 South Webster Street, Sixth Floor, Madison, WI 53702; **608/266-1927** or Applied Population Laboratory, University of Wisconsin, 316 Agriculture Hall, 1450 Linden Drive, Madison, Wisconsin, 53706; **608/262-1515**.

Tourism Information
For information regarding Wisconsin tourism development and programs, contact: Department of Development, Division of Tourism Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **608/266-2147**. Tourist Information; **1-800-372-2737**.

Pending Legislation
For information on pending legislation, contact: Legislative Reference Bureau, 201 North, State Capitol, Madison, WI 53702; **608/266-0341**. Legislative Hotline; **1-800-362-9696**.

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Corporation/Tradename/Trademark Registration
For information on the incorporation of a business or registration of a business name or limited partnership, contact: Office of the Secretary of State, 210 East Washington Avenue, Room 271, P.O. Box 7846, Madison, WI 53707; **608/266-3590** for corporations or **608/266-5653** for tradenames/trademarks.

Legislative/Government Records
For information or copies of new state laws and other government records, contact: Office of the Secretary of State, 201 East Washington Avenue, Room 271, P.O. Box 7848, Madison, WI 53707; **608/266-5503**.

Uniform Commercial Code
For information on the process and records of business debts, contact: Office of the Secretary of State, U.C.C. Division, 201 East Washington, Room 271, P.O. Box 7847, Madison, WI 53707; **608/266-3087**.

Franchise and Securities Registration
Wisconsin registers issues of franchise and securities offerings in the state. Contact: Office of the Commissioner of Securities, 111 West Wilson Street, Madison, WI 53703; **608/266-2139**.

Wage and Hour Laws
For laws on minimum wage, overtime pay, child labor laws, compensatory time, and wage payments, contact: Department of Industry, Labor, and Human Relations, Equal Rights Division, 201 East Washington Avenue, P.O. Box 8928, Madison, WI 53708; **608/266-6860**.

State Tax Information
Sales Tax/Sellers Permit, Consumer Use Tax Permit, Withholding Tax ID Number, Contact: Department of Revenue, Compliance Bureau, P.O. Box 8902, Madison, WI 53708; **608/266-2776**.

Unemployment Compensation, Contact: Department of Industry, Labor, and Human Relations, Unemployment Compensation Division, P.O. Box 7942, Madison, WI 53707; **608/266-3114**.

Worker's Compensation, Contact: Department of Industry, Labor, and Human Relations, Worker's Compensation Division, P.O. Box 7901, Madison, WI 53707; **608/266-1340**. For information on rates and the Assigned Risk Pool, contact: compensation Rating Bureau, 790 North Milwaukee Street, Milwaukee, WI 53202; **414/223-2900**.

Personal Income Tax, Corporation/Franchise Income Tax, Contact: Department of Revenue, Income, Sales, Inheritance and Excise Tax Division, 4638 University Avenue, Madison, WI 53705; **608/266-2772**.

Personal Property Tax, Contact: Department of Revenue, State and Local Finance Division, Bureau of Property Tax, 125 South Webster Street, P.O. Box 8933, Madison, WI 53708; **608/266-1187**. Commercial property is addressed at the local level. ***Wisconsin Tax Forms;*** **608/266-1961**.

Workplace/Safety Regulations
Right-to-Know: Requires all employers to inform workers about toxic substances, infectious agents, and pesticides in the workplace. Contact: Department of Industry, Labor, and Human Relations, Saftey and Buildings Division, Bureau of Safety Inspections, P.O. Box 7969, Madison, WI 53707; **608/266-7731**.

Occupational Safety and Health Administration: Covers every employer and requires a workplace free from safety and health hazards. Contact the appropriate U.S. Department of Labor-OSHA area office:

Appleton District Office
2618 North Ballard Road
Appleton, WI 54911
414/734-4521

Madison District Office
2934 Fish Hatchery Road
Room 220
Madison, WI 53713-3185
608/265-5388

Eau Claire District Office
Federal Bldg., U.S. Courthouse
500 Barstow St., Room B-9
Eau Claire, WI 54701
715/832-9019

Milwaukee District Office
Henry S. Reuss Federal Plaza
310 W. Wisconsin Avenue
Room 1180
Milwaukee, WI 43203
414/291-3315

SARA Title III. The Superfund Amendments and Reauthorization Act (SARA) requires businesses using toxic substances to report to the State Emergency Response Commission, 4802 Sheboygan Avenue, Hill Farms State Office Building, Room 99A, Madison, WI 53707; **608/266-3232**.

Environmental Regulations
For information on water, air, or waste regulations contact: ***Permit Information Center***, Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness) (in-state) or **608/266-9869** (out-of-state) or Permit Coordinator, Department of Natural Resources, 101 South Webster Street, Second Floor, Madison, WI 53703; **608/266-9256**.

Building Permits and Zoning Codes
Businesses should contact the local planning or building inspection department to determine what permits are required. For state building codes that apply to commercial and public structures, contact: Department of Industry, Labor, and Human Relations, Division of Safety and Buildings, 210 East Washington Avenue, P.O. Box 7969, Madison, WI 53707; **608/266-3151**.

Motor Vehicle Licensing
For general information on motor vehicle registration and licensing, contact: Department of Transportation, Division of Motor Vehicles, 4802 Sheboygan Avenue, Madison, WI 53705; **608/266-1466**.

Federal Resources

For information about all federal programs and agencies, including contracting, contact: U.S. Department of Commerce, Office of Business Liaison, Room 5898C, Washington, D. C. 20230; **202/377-3176**.

Research and Development Funds
To find out how to qualify for the Small Business Innovation Research (SBIR) Program or to receive announcements on available research and development funds, contact: Small Business Administration, SBIR, 1441 L. Street, N.W., Washington, D.C. 20416; **202/653-6458**.

Exporting
For assistance with exporting contact: U.S. Department of Commerce, Office of Export Trading Company Affairs, International Trade Administration, Milwaukee; **414/291-3473**.

Importing
For assistance with importing, contact: U.S. Customs Service, Office of Trade Operation, 1301 Constitution Avenue, N.W., Room 1322, Washington, D.C. 20229; **202/566-8068**.

Wage and Hour Laws
For rules on overtime pay, minimum wage, child labor laws, and comp time, contact: U.S. Department of Labor, Wage and Hour Division, 200 Constitution Avenue, N.W., Room S3508, Washington, D.C. 20210. Madison; **608/264-5221**. Milwaukee; **414/291-3585**.

Workplace Safety Regulations
For information on right-to-know rules and workplace standards, contact: Occupational Safety and Health Administration, 200 Constitution Avenue, N.W., Washington, D.C. 20210; **202/523-8151**.

Government Publications
For copies of public laws and government booklets or to subscribe to the congressional Record or Federal Register, contact: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 or call the inquiries and order desk at **202/783-3238**. In Milwaukee, contact: U.S. Government Bookstore, Room 190, Federal Building, 517 East Wisconsin Avenue, Milwaukee, WI 53202; **414/291-1304**.

Pending Legislation
To find out the status of federal legislation, contact: Office of Legislative Information and Status, House Annex II, Second and D. Streets, S.W., Washington, D.C. 20515; **202/225-1772**.

Market Statistics
For data on labor, prices, growth areas, and productivity, contact: U.S. Department of Labor, Division of Information Services, Bureau of Labor Statistics, 441 G. Street, N.W., Washington, D.C., 20515; **202/225-1772**.

Market Statistics
For data on labor, prices, growth areas, and productivity, contact: U.S. Department of Labor, Division of Information Services, Bureau of Labor Statistics, 441 G. Street, N.W., Washington, D.C. 20212; **202/523-1221.**

Industry Forecasts
For outlooks of specific industries, contact: U.S. Department of Commerce, International Trade Administration, Fourteenth and Constitution Avenue, N.W., Room 1211, Washington, D.C. 20230; **202/377-4356**.

Economic Data
For regional, national, and international statistics, contact: U.S. Department of Commerce, Bureau of Economic Analysis, Washington, D.C. 20230; **202/523-0777**.

Science and Technology References
For references on subjects from TV repair to acid rain, contact: Library of Congress, Science and Technology Division, Science Reference Section, Washington, D.C., 20540; **202/287-5639**.

Census Data
For information on business locations, population characteristics and other census data, contact: U.S. Department of Commerce, Customer Services Branch, Data User Services Division, Bureau of the Census, Washington, D.C. 20233; **301/763-4100**.

SBA Programs
For information about programs run by the Small Business Administration (SBA), such as management assistance, loan programs, and surety bonds, call the SBA; Madison, **608/264-5261**; Milwaukee; **414/291-3941**.

Score Offices (Service Core of Retired Executives) - Business consultation with retired executives.

Appleton	414/734-7101	Milwaukee	414/291-3941
Eau Claire	715/834-1573	Rhinelander	715/362-6117
Green Bay	414/437-8705	Superior	715/394-7716
La Crosse	608/784-4880	Stevens Point	715/394-7716
Madison	608/264-5117	Wausau	715/845-6231

Tax Publications
To order business tax forms and booklets, explaining the tax code, call the IRS publications number, 8:00 a.m. to 6:00 p.m. EST, at **1-800-424-FORM**.

Immigration Law
For recorded messages on your responsibilities as an employer under the immigration law, call the 24-hour information line run by the Immigration and Naturalization Service at **1-800-777-7700**

Environmental Regulations
For answers on how to comply with federal environmental regulations, call the Small Business Ombudsman's hotline, 8:00 a.m. to 4:30 p.m. EST, at **1-800-368-5888**.

Hazardous Waste
To find out if you are covered under hazardous waste law and if you are disposing of hazardous waste properly, call the Resource Conservation Recovery Act/Superfund hotline 8:30 a.m. to 4:30 p.m. EST, at **1-800-424-9346**.

National/Trade Associations

American Entrepreneur's Association (AEA), 2311 Pontius Avenue, Los Angeles, California 90064. AEA publishes more than 200 How to Start a Business manuals (about $40 each). For $24.50, you can join the AEA; write for more information.

American Women's Economic Development Corporation (AWED), 1270 Avenue of the Americas, New York, New York 10020. AWED offers long-term training and assistance to women who own their own businesses or who would like to start one. Programs range from hourly counseling sessions to an 18-month training program. Fees range from $25 for the 11/2 to 2 hour counseling session to $350 for the 18-month program.

American Women Entrepreneurs, 60 East 42nd Street, New York, New York 10165. Entitles members to medical benefits, a members-only hotline, and special travel rates.

Catalyst, 14 East Sixtieth Street, New York, New York 10021. A nationwide organization for women with careers, which is beginning to step into the area of entrepreneurship for women. Publishes listings of career counseling centers across the country. Write for additional information and listings of its career opportunities series.

National Alliance of Home-Based Business Women, P.O. Box 95, Norwood, New Jersey 07648. Provides newsletters and a national support system and has chapters in many localities. Dues for businesswomen in the first year of business are $20; for those in business more than one year, $25.

National Association of Accountants, 919 3rd Avenue, New York, New York 10022. Has more than 300 chapters nationwide; set up to offer free assistance to anyone starting a business.

National Association of Black Women Entrepreneurs (NABWE), 2200 Woodward Towers, Detroit, Michigan 48226. NABWE sponsors monthly workshops, has established several regional and national networks, and publishes a monthly newsletter. Membership in NABWE is $60 per year for women who own a business, $40 per year for women who do not yet own a business, and $100 per year for corporate membership.

National Association for the Cottage Industry, P.O. Box 14460, Chicago, Illinois 60614 (312) 472-8116. Help for women who are interested in starting a home-based business. The Association director, Coralee Smith Kern, has written a book entitled Maid to Order that promises to provide neophyte

Reprinted from *From Homemaking to Entrepreneurship: A Readiness Training Program*, 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

entrepreneurs with everything they need to know about starting a successful home-based business. To order send $26.95 to C.S.K. Enterprises Inc., P.O. Box 14850, Chicago, Illinois 60614.

National Association for Women Business Owners, 500 North Michigan Avenue, Suite 1400, Chicago, Illinois 60611. Publishes a monthly newsletter, available by subscription to nonmembers, free to members. Presently compiling a nationwide directory of women-owned businesses and is a clearinghouse for referrals to connect the talents, products, services, and needs of its members. Eleven chapters in major cities and growing. Write for membership information and address of the chapter nearest you.

Trade Associations. Trade associations are membership organizations specializing in a particular line of business. They are often excellent sources of information and assistance. For a complete list of associations consult National Trade and Professional Associations in the United States and Canada and the Encyclopedia of Associations, Vol. 1, both available in your local library.

Women's Referral Service, Inc., Corporate Office, P.O. Box 3093, Van Nuys, California 91407. A nationwide resource network offering information and technical assistance to entrepreneurial women.

Resource Agencies

Small Business Administration (SBA), 1441 L Street, N.W., Washington, D.C. 20416. The SBA sponsors a number of volunteer management programs and business seminars for small business owners as well as financing small business loans. For information, write the national headquarters or contact your regional field office, listed in the yellow pages of your local telephone directory. The SBA also offers a wealth of free and low-cost booklets to help you plan your budget, personnel policies, and work plans. Order the booklets from SBA, P.O. Box 15434, Forth Worth, Texas 76119. All are free. The following is a sample of booklets offered:

MA 223	Incorporating a Small Business. 8 pages.
MA 231	Selecting the Legal Structure for Your Firm. 8 pages.
MA 235	A Venture Capital Primer for Small Business. 8 pages.
MA 233	Planning and Goal Setting for Small Business. 8 pages Includes a sample work plan.
SMA 71	Checklist for Going into Business. 12 pages.
SMA 170	Thinking About Going into Business? 12 pages.

SCORE. The Service Corps of Retired Executives is SBA's Management Assistance Staff. They provide free individual counseling, courses, conferences, and workshops.

U.S. Department of Commerce, Office of Publications and Public Affairs, Main Commerce Building, Washington, D.C. 20230. Write requesting the district office closest to you and a publications list. The Department of Commerce offers many publications on markets and industry data. Two of the most useful are the Survey of Current Businesses, a monthly report on general business and economic topics, and the U.S. Industrial Outlook, an annual publication that includes business planning and marketing data on more than two hundred industries.

Bureau of the Census, Federal Office Buildings 3 and 4, Suitland, Maryland 200233. Write for a publications list. There is a wealth of materials on geographic population and industry trends, including the Census of Business, which provides information on retail, wholesale, and service industries, and the Statistical Abstract of the U.S. and the County and City Data Book, which contains statistics on income, employment, housing, and population. Characteristics are listed for every state, county, and city.

Internal Revenue Service, Taxpayer Service Division, 111 Constitution Avenue, N.W., Washington, D.C. 20224. Write for a publications list.

Reprinted from *From Homemaking to Entrepreneurship: A Readiness Training Program*, 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Chambers of Commerce. Chambers of Commerce are voluntary associations of business owners which promote the welfare of local communities in every part of the country. Although their activities vary widely, many furnish economic statistics on their communities, offer technical and professional support, and will help businesses locate sites for factories and stores within their towns. To contact your local chamber, write the Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, D.C. 20006. Also ask for Sources of State Information and State Industrial Directories.

Educational Institutions. Colleges and universities are becoming more responsive to the special needs of women regarding business management and financial skills. Small business development centers (SBDCs) are located in some State universities. These centers serve as one-stop sources of business information and educational materials. They operate similarly to the agriculture extension service.

Junior Colleges or Community Colleges. The National Small Business Training Network is a network of 186 2-year colleges in 47 states, established and maintained through a grant from the Small Business Administration. They concentrate on providing practical, affordable, high quality training in business techniques. In the first half of 1982, nearly 40,000 people participated in entrepreneurial courses at local colleges. Generally, courses run from 6 to 10 weeks, cost $50 or less, and are not taken for credit. Junior and community colleges also sponsor 3- or 4-hour short courses. Get on your local college's mailing list and find out what's coming up.

U.S. Department of Agriculture/Extension Service, Washington, D.C. 20250. Based on university campuses throughout the United States, the Extension Service provides free workships and printed material. Contact the Department of Agriculture to find out if there is an Extension Service in your area and what it specifically offers that may help in your training program.

"Guide to Running a Small Home Business" is a program workbook and an excellent resource as a curriculum guide for persons wishing to start home-based businesses. Order from: Cooperative Extension Service, 203 Human Ecology, Michigan State University, East Lansing, Michigan 48824.

Additional Resources

Directories

Encyclopedia of Associations. Gale Research Company, Book Tower, Detroit, Michigan 48226.

Encyclopedia of Business Information Sources. Gale Research Company, Book Tower, Detroit, Michigan 48226.

The Entrepreneurs Bibliography. Catalyst, 14 East Sixtieth Street, New York, New York 10022.

Guide to Venture Capital Sources, by Stanley M. Rubel. Capital Publishing Company, 10 South LaSalle Street, Chicago, Illinois 60603.

National Association of Small Business Investment Companies (NASBIC) 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Periodicals

Black Enterprise. Earl G. Graves Publishing Company, Inc., 295 Madison Avenue, New York, New York 10017.

In Business. JG Press, Inc., Box 323, 18 South Seventh Street, Emmaus, Pennsylvania 18049.

Inc. Magazine, 38 Commercial Wharf, Boston, Massachusetts 02110.

Venture. Venture Magazine, Inc., 35 West Forty-fifth Street, New York, New York 10036.

Books and Articles

Beht, Marion and Wendy Lazar. (1981). Women working home: The home-based business guide and directory. Edison, New Jersey: Women Working Home, Inc.

Blanchard, Marjorie. (1981). Cater from your kitchen: Income from your own home business. Indianapolis: Bobbs-Merrill Co.

Carabillo, Toni and Judith Meuli. "How to Start Your Own Business," Ms., Vol. IV, No. 10 (April 1976): 55-70.

Drucker, Peter. (1985). Innovation and entrepreneurship: Practice and principles. New York: Harper & Row.

Gills, Phyllis. (1984). Entrepreneurial mothers. Rawson Associates: New York.

Jessup, Claudia and Genie Chipps. (1980, rev.). The women's guide to starting a business. New York: Holt, Rinehart and Winston, Inc.

Justis, Robert T. (1981). Managing your small business. Englewood Cliffs, NJ: Prentice-Hall Inc.

Kamoroff, Bernard. (1977). Small-Time Operator: How to start your own small business, keep your books, pay your taxes, and stay out of trouble. Laytonville, CA: Bell Springs Publishing.

Leslie, Mary and David D. Seltz. (1977). New business women can start and successfully operate. Rockville Centre, New York: Farnsworth Publishing Co., Inc.

Lester, Mary. (n.d.). A woman's guide to starting a small business. New York: Pilot Books.

Lowry, Albert J. (1981). How to become financially successful by owning your own business. New York: Simon and Schuster.

McCaslin, Barbara S. and Patricia P. McNamara. (1980). Be your own boss: A woman's guide to planning and running her own business. Englewood Cliffs: Prentice-Hall, Inc.

McQuown, Judith. (1977). Inc. yourself: How to profit by setting up your own corporation. New York: Macmillan.

Moran, Peg. (1981). Invest in yourself: A woman's guide to starting her own business. Rohnert Park, CA: Upstream Press.

Moreau, James F. (1980). Effective small business management. Boston: Houghton Mifflin Company.

Taylor, Charlotte. (1980). Women and the business game: Strategies for successful ownership. New York: Cornerstone Library.

Tepper, Terri P. and Nona D. Tepper. (1980). The new entrepreneurs: Women working from home. New York: Universe.

Weaver, Peter. (1973). You, Inc. New York: Doubleday.

Winston, Sandra. (1979). The entrepreneurial woman. New York: Newsweek Book.

"When Home Becomes Your Corporate-Headquarters," Working Woman, October, 1984.

Working for yourself: Career planning information, University of Oregon, Career Information System, 1988.

Competency 18

Form tentative career goals and strategies to reach them.

Competency 18
Overview

When teens leave high school, many times they enter a kind of "limbo." They may not have any specific plans for further education or job training. Often, teens either haven't decided on a career field or if they have, don't know how to go about entering that career field. Without any concrete career goals, teens may wander without much direction after leaving high school.

In order to escape this post-high school void, teen single parents need to form occupational goals before leaving the school environment. By putting in the effort to make career goals and outline strategies to reach these goals, teens can make a smooth transition from high school to either postsecondary education or work.

Competency 18 focuses on helping participants spell out their career goals and decide on steps they can take after high school to reach them. Participants completing Competency 18: Form tentative career goals and strategies to reach them will be able to:

a. Demonstrate responsibility for making tentative educational and occupational choices.
b. Demonstrate knowledge of postsecondary vocational and academic programs.
c. Describe career plans that reflect the importance of lifelong learning.
d. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
e. Identify steps to apply for and secure financial assistance for postsecondary education and training.
f. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Indicator 18a contains several activities which will start participants thinking about their goals for the future. The next section familiarizes participants with different educational and training options after high school. In Indicator 18c, participants are asked to consider how future changes may necessitate ongoing education and training. An activity in Indicator 18d helps participants break down their career goals into short-term, intermediate, and long-term goals. Following this, Indicator 18e describes different sources of financial aid for further education and training after high school. In Indicator 18f, participants outline their career goals and develop a plan of action to achieve them.

Indicator 18a: Demonstrate responsibility for making tentative educational and occupational choices.

Content	Instructional Strategies	Title of Resource
Identify values and describe future goals	Activity	*Identify Values: Set Goals*
Demonstrate skills to set goals for the future	Activity	*Planning for the Future*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook, p. 84* **WCIS Print Materials** •*Career Options Planner*

18a • Activity

Identify Values: Set Goals

Directions: Below are statements that can help you identify your values. Rank them in order from 1 to 14 with 1 being the highest.

_____ 1. Be reasonably sure about the future for myself and my family.
_____ 2. Have influence with people.
_____ 3. Have people think well of me.
_____ 4. Do things for my family and others.
_____ 5. Have as much freedom as possible to do the things I want to do.
_____ 6. Do new and different things often.
_____ 7. Have friends.
_____ 8. Create an atmosphere that makes for satisfying family living.
_____ 9. Do what is right according to my beliefs.
_____ 10. Have things neat, orderly and organized.
_____ 11. Have as many good things as possible.
_____ 12. Do things well.
_____ 13. Other ______________________________
_____ 14. Other ______________________________

Directions: List your financial goals or what you accomplish in the future.

- Immediate goals to be accomplished within 1-3 months (e.g., pay off bills)

____

____

____

____

- Intermediate goals to be accomplished within 1-4 years (e.g., trade cars)

____

____

____

____

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from Minnesota Curriculum Service Center, Little Canada, Minnesota.

- Long term goals to be accomplished in 5+ years (e.g., children's education)

- Do your goals reflect your values?

Planning for the Future

Objective: Students will demonstrate skills in making educational decisions and choosing alternatives for the future.

Materials: No materials are needed for this activity.

Activity:

1. Have students identify the decisions that will be facing them when they graduate from high school and cite the alternatives available.
    a. Choosing further schooling, training, military or a job.
    b. Choosing where to live—home, dorm, etc.
    c. Deciding how to finance further training, schooling and/or expenses related to starting a job, etc.

2. After students have outlined the decisions that will face them in the next year, have them extend this plan to the next five years and ask them to anticipate decisions they may face during that period of time.
    a. More education and/or training
    b. Decisions about marriage and family
    c. Decisions about lifestyle—rural or urban life; single or dual career family; being involved in social, political and business organizations and events; employment which requires frequent moves; etc.

3. Discuss the idea that not everyone makes the same decisions at the same time and that many of these decisions occur and re-occur throughout a person's lifetime.

Evaluation: Students will have identified decisions they will have to make during the coming year with some possible alternatives. They will have extended this activity for a five-year period and discussed how this decision-making activity continues regularly throughout life.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 18b: Demonstrate knowledge of postsecondary vocational and academic programs.

Content	Instructional Strategies	Title of Resource
Describe the categories of postsecondary education/training programs	Handout; discussion	*Types of Training/Education (OH)*
Identify postsecondary institutions offering programs of interest	Activity	*Postsecondary Career Skill Development*
Describe current trends in apprenticeship	Handouts; discussion	*State Lags: Apprenticeship system slow to attract women; Current Active Apprenticeships in Wisconsin as of July 1990*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook*, *pp. 42-45* **WCIS Software** •*National College Selector* •*Regional College Selector*

Types of Training/Education

When deciding on a career choice, one may consider the options of training for various occupations. One can receive training for various occupations through on-the-job training experience, apprenticeship programs, military service, a college or university, or vocational/technical training.

On-the-job training, apprenticeships, and the military are the options that allow you to earn money while you learn a trade. On-the-job training and apprenticeships are becoming increasingly more limited, and on-the-job training is shifting from employers offering training for a job to one of offering familiarization. The military can offer training in five branches of the military service. These branches are the Army, Navy, Air Force, Marine Corps, and Coast Guard. Within each of these branches, an individual has the option of being in active services, the services, or the guards.

In Wisconsin, **vocational/technical training** is through the VTAE (Vocational, Technical, and Adult Education) System. There are 16 districts in Wisconsin and each one of these districts provides a wide range of educational programs and services. The types of programs in a VTAE school usually include the following: associate degree programs, vocational diploma programs, adult education programs, and a variety of special education services. The Wisconsin VTAE System is committed to an "open door" policy, whereby all persons eligible are admitted.

For educational training at **colleges and universities** in Wisconsin, one can consider the private schools and the University of Wisconsin system. The types of training at a college are varied and one may obtain an associate degree, a bachelor's degree, or an advanced degree. Admission requirements vary for each school. Contact the Admissions Office of the particular school of you interest for more specific information. For information on any college or university programs and services in the University of Wisconsin system, you may **call toll free 800-442-6459** from 9:00 a.m. to 4:30 p.m. Monday through Friday.

Reprinted with permission from Lori A. Weyers, Fox Valley Technical College, Appleton, Wisconsin.

Types of Training/Education

- Vocational/Technical training
- On-the-Job Training
- Apprenticeships
- Military
- Colleges and Universities

Postsecondary Career Skill Development

Objective: Students will identify postsecondary institutions which provide instruction in careers in which they are interested.

Materials: ✓*Brochures and catalogs from colleges, technical schools and* training institutes

Activity:

1. Have students select a career.
2. Have students list institutions which provide training and/or skills development for entry into this career. (Limit to in-state programs to help reduce the complexity and lend to better depth of analysis of programs. As a follow-up activity, this may be extended to out-of-state.)
3. Have student research information about each school's program (cost, admission requirements, length of program, etc.).
4. Have students report (oral or written) on their selected career. Include where (in Wisconsin) they can obtain further training (all choices available) and what each institution requires within their program.
5. Ask students to select the institution that provides the program that they believe best meets their needs and state why or how it meets their needs.

Evaluation: Students will have identified post-high school training needed for their selected career, the cost, location and procedure for obtaining the needed preparation.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

State Lags: Apprenticeship system slow to attract women

By Scott Lautenschlager
Business Reporter

Although it is the oldest in the nation, Wisconsin's apprenticeship system is lagging behind other states when it comes to attracting women.

As a result, women here have made little progress in gaining high-paying jobs in construction and other trades.

As of July 1, there were 363 women in Wisconsin apprenticeships, roughly 5 percent of all participants, according to the state Bureau of Apprenticeship Standards.

Bureau Director LaMarr Billups said the female participation rate has been stuck near the 5 percent level since the mid-1970s, when federal financial support began to drop.

Women have fared better nationally, although they still account for only a small percentage of apprenticeships. According to the Women's Bureau in the U.S. Labor Department, female participation nationwide rose from 3.1 percent in 1978 to 7 percent a decade later.

Women have failed to gain a significant share of apprenticeships even though their participation in the total labor force is increasing and they account for almost half of all workers. Women made up 45 percent of Wisconsin's labor force last year, compared with 43 percent in 1980.

Apprenticeship is the key to entering skilled trades in construction, manufacturing and services.

Elsie Vartanian, director of the U.S. Women's Bureau, said during a recent visit to Madison that getting more women into apprenticeships would significantly reduce the wage gap with men.

Women overall earn 65 percent of what men are paid, and the gap is greatest in the highest paying occupations, government data show. (The gap, however, declined by 5 percentage points during the 1980s, largely because of increases in womens' earnings per hour, according to a study by the U.S. Labor Department.)

Indeed, Billups said he hopes that the high wages offered by many skilled trades will draw women into apprenticeships. In some trades, he said, "you get dirty, but in exchange for that you make $18 to $20 an hour."

Apprenticeship training involves employers, trainers, labor unions, government and schools. It includes classroom instruction and on-the-job training supervised by experienced tradespeople.

Skills have been passed on through master-apprentice relationships since the Middle Ages, but it wasn't until Wisconsin passed an apprenticeship law in 1911 that the United States had its first formally regulated system.

Today, Wisconsin's system trains workers for 76 occupations ranging from welder to bricklayer to funeral director.

Reprinted from the *Wisconsin State Journal*, July 14, 1991.

A plumber's apprenticeship involves training of at least four years and 8,000 hours. To learn how to operate big construction equipment, the apprenticeship involves at least three years and 3,900 hours.

Of the 7,191 people in Wisconsin apprenticeships on July 1, more than half (3,920) were in construction trades. Outside construction, tool and die maker was the most popular apprenticeship with 439 participants.

More than one-third of the women apprentices, however, were in the traditionally female, and relatively low-paying, fields of cosmetology and barbering. Only three women were learning to be plumbers. There were no women in the bricklaying program, even though the trade was popular enough to attract 146 men.

Deeply rooted attitudes are behind the low female participation, in traditional male domains, according to people familiar with the apprenticeship program.

"It does have to do with how we socialized young women and girls," Billups said. "They aren't exposed at early ages to the use of tools."

Vartanian agreed that attitudes are a hindrance, but she said problems go beyond simply failing to provide little girls with role models and opportunities. A major deterrent to female participation in apprenticeships is sexual harassment, Vartanian said.

This was disputed by Jim Pierce, a staff representative for the Wisconsin State AFL-CIO, who works with the construction trades.

Sexual harassment may have occurred 10 years ago, but "I don't think there is any anymore," he said.

"There's always a certain amount of hazing," Pierce said, referring to ritualized teasing that inexperienced workers are subjected to. But that is aimed at all apprentices, male and female, he said.

Pierce said he believes that the "unsavory" aspects of construction work—exposure to the weather and physically demanding labor—are more likely to keep women out of the building trades than harassment. Aside from that, "mostly it's because (women) are not aware" of the opportunities, he said.

To broaden participation in apprenticeships, the state plans to start a program for juniors and seniors in high school. The proposed state budget for the next two years includes $150,000 for the new program.

Richard Dignan, director of vocational education in the state Department of Public Instruction, said the funding is not much. "But it may be sufficient for (state officials) to get their plan together and launch an effective program," he said.

Schools will be bound by law to give girls equal access to apprenticeships, just as they are for all programs, Dignan said. "But we still operate with freedom of choice," so female participation will depend on the girls' level of interest, he said.

The federal government and unions also are taking steps to improve conditions for women.

Last month, the Labor Department, Wisconsin AFL-CIO and other organizations sponsored a regional conference in Madison called "Forging New Traditions: Tradeswomen Building in the '90s." The event, one of several being organized around the country, allowed women to share information on recruiting women for the trades, organizing support groups and fighting discrimination.

Vartanian cited Madison Area Technical College as an example of how schools can help women into the skilled trades. MATC has a program called "Tools for Tomorrow," which introduces female students to the trades with the help of working women who have broken the sexual barrier. About 40 students enrolled in the program last school year, the program's first.

Such efforts notwithstanding, many significant hurdles remain to be crossed before women are equitably represented in the skilled trades, Dignan said.

"Apprenticeship has not been socially acceptable for women," he said. And even with the new stress on broadening their participation, "women aren't going to rush out to be plumbers and carpenters."

For information about apprenticeships in Wisconsin, contact the state Bureau of Apprenticeship Standards at 266-3133 or the apprenticeship coordinator at the nearest state vocational school. The number at MATC is 246-5200.

Current Active Apprenticeships in Wisconsin as of July 1990

Construction Trades	Total Apprentices	Women	People of Color
Asbestos Worker	53	0	0
Bricklayer/Mason	120	0	0
Carpenter	622	13	28
Cement Masonry	31	1	0
Electrician	738	16	27
Environmental Systems Technician	51	0	0
Glazier	20	0	2
Iron Worker	84	0	6
Boilermaker	1	0	0
Line Construction	28	0	0
Operating Engineer	290	10	24
Painter/Decorator	121	3	9
Plasterer	6	0	0
Plumber	627	4	9
Roofer	9	0	1
Sheet Metal Worker	428	7	8
Sprinkler Fitter	44	1	0
Steamfitter	261	4	3
Totals:	3540	59	117

Industrial Trades	Total Apprentices	Women	People of Color
Carpenter Maintenance	15	1	0
Designers	7	0	0
Die Sinker	7	0	0
Drafting	8	2	1
Electrical Maintenance	301	6	7
Electric Motor Repair	4	0	0
Electrical Technician	63	4	1
Foundry Technician	12	0	1
General Maintenance	157	6	2
Industrial Tool and Die	135	2	3
Ind. Truck Mechanic	22	0	0
Injection Mold Setup	22	2	2
Instrument Repair	49	2	0
Machine Adjuster	15	0	2
Machine Erector	6	0	0
Machine Repair	139	6	0
Machinist	258	7	9

Reprinted from *A Guide to Apprenticeship in Wisconsin: Geared for Progress*, revised September 1990, Bureau of Apprenticeship Standards, Wisconsin Department of Industry, Labor and Human Relations, Madison, Wisconsin.

Industrial Trades (continued)	Total Apprentices	Women	People of Color
Maintenance Mechanic	11	0	1
Maintenance Millwright	72	0	1
Metal Fabricator	66	2	1
Millwright	167	4	3
Miscellaneous Industrial Electrical Trades	0	4	2
Miscellaneous Manufacturing Trades	21	1	0
Painter Maintenance	2	0	0
Pipefitter Maintenance	118	4	4
Patternmaker	64	0	1
Power Engineer	7	0	0
Substation Electrician	17	0	0
Tool and Die Maker	455	5	3
Tool Maker	30	0	0
Welder	22	0	0
Totals:	2272	58	44

Service Trades	Total Apprentices	Women	People of Color
Auto Body Repair	1	0	0
Auto Mechanic	5	0	0
Baker	4	0	2
Barber	73	68	26
Barber/Cosmetologist	113	85	4
Cosmetologist	32	24	15
Cook-Chef	77	16	5
Electric Lineworker	142	0	4
Firefighter	127	2	6
Firemedic	62	13	7
Funeral Director	116	26	6
Gas and Electric Service Trades	25	0	0
Graphic Arts Trades	28	1	2
Meat Cutter	3	0	0
Metering Technician	4	0	0
Miscellaneous Service Trades	4	0	0
Optical Technician	0	4	0
Radio and TV Repair	1	0	0
Surveyor	1	1	0
Truck Mechanic	11	1	1
Totals:	828	241	78

	Total Apprentices	Women	People of Color
Grand Totals:	6640	358	239

Indicator 18c: Describe career plans that reflect the importance of lifelong learning.

Content	Instructional Strategies	Title of Resource
Describe the importance of lifelong learning in a changing society	Activity	*Work, Change and Future Society*

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Work, Change and Future Society

Objective: Students will use a creative thinking project to determine what future living and working conditions will be like.

Materials: No materials are needed for this activity.

Activity:

1. Review with students the changes in living and working during the past 20 years (e.g., cable TV, VCR, microwave ovens, space travel, computers, etc.) and how the changes have affected the world of work.

2. Have students discuss their ideas concerning what life will be like 20 years from now. Using the progress of the last 20 years, have students predict the kind of progress they might expect in the next 20 years and how these changes might affect the world of work. Have students consider how these changes would impact their career plans as well as how these changes relate to the importance of ongoing education and training.

3. Have students form small groups and select one of the following and describe what these will be like in the next 20 years:
    a. Work and working conditions
    b. Living conditions
    c. Scientific advancements
    d. Education/training
    e. Entertainment
    f. Transportation
    g. Population
    h. Family structure
    i. Where you live
    j. Clubs and recreation

Evaluation: Students will have identified technological and societal changes over the past 20 years and selected an area to predict how it might change during the next 20 years.

Adapted from *Developmental Guidance Classroom Activities,* Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 18d: Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

Content	Instructional Strategies	Title of Resource
Demonstrate skills to set goals for the future	Activity	*Establishing Career Goals*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activity #16*

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Establishing Career Goals

Purpose: Introduce participants to the goal setting process by having them distinguish between long-term, intermediate, and short-term goals in their own career planning.

Procedure:

- Participants are instructed to list their career choices from Activity 3-4 in their order of priority on the activity sheet. After doing so, they should analyze each of these career goals using the following criteria:

  L = Goal is long-term.
  R = Goal is realistic (they can attain it.)
  I = Goal is important to them.
  W = Goal is something they want to attain.

  Then mark the appropriate code letter next to each.

- After coding each of their career choices, participants are told to cross out any which don't have all four letters next to them.

- When they are finished, they are instructed to take their number one nontraditional career choice and then write both an intermediate and a short-term goal for their long-term nontraditional career goal.

- After completing the written portion of this activity, instructor will ask each participant to share their long-term, short-term, and intermediate goals with the rest of the class.

Materials: Activity Sheet, **Establishing Career Goals**

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

18d • Activity

Establishing Career Goals

My Career Goals

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Codes: L = Goal is long-term.

R = Goal is realistic (you can attain it.)

I = Goal is important to you.

W = Goal is something you want to attain.

My Nontraditional Career Goal

Long-term Goal: ____________________

Intermediate Goal: ____________________

Short-term Goal ____________________

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Indicator 18e: Identify steps to apply for and secure financial assistance for postsecondary education and training.

Content	Instructional Strategies	Title of Resource
Describe different types of financial aid	Handout; discussion	*Financial Aid (OH)*
Identify resources for finding financial aid information	Handout; discussion	*Financial Aid Resources*
	Instructor resource	*Carl Perkins Act; Job Training Partnership Act (JTPA); Job Opportunities and Skills Training Program (JOBS)*
	Additional resources	**WCIS Print Materials** •*Financial Aid Workbook* **WCIS Software** •*Financial Aid Scan* •*Scholarships* **Other Print Materials** •*Challenges, Changes or Choices, pp. 211-215*

Financial Aid

The U.S. Department of Education offers five specific forms of financial aid for students:

1. **Pell Grants**. Based on need and require no repayment.
2. **Supplemental Educational Opportunity Grants**. Based on need and requires no repayment.
3. **College Work-Study**. Provides campus-based jobs. Pays minimum wage for an allotted number of hours worked.
4. **National Direct Student Loans**. Based on need and must be repaid, with interest, after you leave school.
5. **Guaranteed Student Loans/PLUS Loans**. No need requirement, and must be repaid, with interest, after you leave school. These loans are administered by a lending institution (bank, credit union, etc.)

Other Sources of Financial Aid:

1. **Scholarships for academic merit.**
2. **Special interest scholarships** (music, art, drama, and special academic areas.)
3. **Private organizations** (civic groups, alumni funds, women's clubs, etc.)
4. **Employers**. Large companies frequently fund education for employees. If your husband died while employed by a company that offers scholarships for employees, you may be eligible.
5. **Cooperative education**. A plan to work part-time while in school. Inquire at the cooperative education office on campus.
6. **Special adult women's funds**. These are becoming more common. Inquire at the adult student office on campus.

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Financial Aid

From the U.S. Department of Education:

- Pell Grants
- Supplemental Educational Opportunity Grants
- Pell Loans
- College Work-Study
- National Direct Student Loans
- Guaranteed Student Loans/PLUS Loans

Other Sources:

- Scholarships for academic merit
- Special interest scholarships
- Private organizations
- Employers
- Cooperative education
- Special adult women's funds

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Financial Aid Resources

Special Scholarships for Adult Women Students:

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Administers:
- BPW Career Advancement Scholarships
- Clairol Loving Care Scholarships
- New York Life Foundation Scholarships for women in health care professions

Soroptimist International of the Americas
1616 Walnut Street
Philadelphia, PA 19103

Altrusa International Foundation
332 So. Michigan Avenue
Suite 1123
Chicago, IL 60604

General Sources of Information on Financial Aid

Scholarships for Science:
The Publication Office
National Science Foundation
1800 G Street, N.W.
Washington, D. C. 20550

"Meeting College Costs"
College Board Publication Order
Box 886
New York, NY 10101

The Student Guide: 5 Federal Financial Aid Programs (Free)
Federal Financial Aid
Box 84
Washington, D. C. 20044

Need a Lift? ($1.00)
Need a Lift?
P.O. Box 1055
Indianapolis, IN 46206

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Available from local bookstores:

Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans, Robert Leider and Anna Leider.

Finding Money for College, John Bear, Ten Speed Press.

Available in your school library:

Financial Aids for Higher Education: A Guide for Undergraduates, (Current edition). Oreon Kessler, Wm. C. Brown Co. Publishers, Dubuque, Iowa.

Foundation Directory, The Foundation Center, Columbia University Press, Irvington, New York 10533.

Foundation Grants Index, The Foundation Center, Columbia University Press, Irvington, New York 10533.

Foundation Grants to Individuals, Claude Barrileaux and Alexis Gersumky (eds.), The Foundation Center, Columbia University Press, Irvington, New York 10533.

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Carl Perkins Act

Target Population Served:
Single parent: an individual who is unmarried or legally separated from a spouse and has a minor child for which the parent has either custody or joint custody.

Purpose:
- To provide, subsidize, reimburse, or pay for vocational education and training activities that will furnish single parents with skills for employability and economic self-sufficiency.
- To provide support services for single parents.
- To provide information on education and training.

Statutes/Admin. Rule:
Carl D. Perkins Act.
Public Law 98-524.
State Plan for Vocational Education.

State Level Contact:
Wisconsin Department of Public Instruction
Eyvonne Crawford-Gray
125 S. Webster Street
P.O Box 7841
Madison, WI 53707

Job Training Partnership Act (JPTA) 8%

Target Population Served:
- Teen Parents
- Economically disadvantaged
- Handicapped
- Individuals facing barriers to employment

Purpose:
- To establish programs to prepare youth and unskilled adults for entry into the labor force
- To afford job training to those economically disadvantaged individuals and other individuals facing barriers to productive employment.

Eligibility:
Local agencies and organizations approved in the Private Industry Council/Job Training Plan and the 8% Education coordination Grant/Job Training Plan.

Statutes/Admin. Rule:
Job Training Partnership Act Public Law 97.300.
Title IIA, Education, Incentives, Admin. Costs, and Older Workers.

Funding:
Federal funds disseminated to states, service delivery areas, and education institutions in accordance to mandates of the act.

Application Procedures:
Funds are available through a "Request for Proposal (RFP)" process at both the state and local level. Due: January-March.

Additional Information:
- Not less than 90% of the 78% (Title IIA) available shall be expended on activities for economically disadvantaged.
- Not less than 75% of the 8% funds available shall be expended for activities for economically disadvantaged.
- Local Private Industry Council (PIC) option.

State Level Contact:
Department of Public Instruction
ATTN: JTPA
P.O. Box 7841
Madison, WI 53707
608-267-9166

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Job Opportunities and Skills Training Program (JOBS)

Target Population Served:
Adults, 18 and over, who are receiving AFDC.

Purpose:
To provide programs with the following components:
- Job-readiness skills
- Education and/or training
- Basic education/remedial education
- Motivation
- Life skills
- Work experience
- Subsidized training employment
- Employment search
- Assessment

Eligibility:
AFDC recipients, 18 years and over.

Statutes/Admin. Rules:
Federal Family Support Act of 1988.
s. 49.50
HSS 206, 209, 210.

Funding:
$44 million Federal funds and state funds together.

Application Procedures:
Referral to JOBS Program must be made by the county Department of Social Services (only AFDC recipients are eligible).

State Level Contact:
Department of Health and Social Services
ATTN: JOBS
P.O. Box 7935
Madison, WI 53707
608-266-3486

Indicator 18f: Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Content	Instructional Strategies	Title of Resource
Describe career goals	Activity	*Matchmaking – Goal Setting*
Demonstrate skills to create a job search plan	Activities	*Plan of Action; Job Search Monthly Goals; Job Search Weekly Goals*
	Additional resources	**WCIS Videos** •*Career Exploration and Planning Program* •*Job Hunt: Staying On Track* **Other Print Materials** •*What Color Is Your Parachute?*

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Matchmaking - Goal Setting

You've analyzed both yourself and the job market thoroughly. The final part of the process is putting it all together. This includes evaluating alternatives and setting long and short term goals based on your findings about you and what's out there.

My Future

A. What are my life goals or plans?

B. What are my goals for further personal growth?

C. What are my goals for further training or education?

D. What are my career goals?

E. What goals do I have related to interests, hobbies, and sports?

F. What are my plans and goals related to the people in my life?

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Plan of Action

This is my plan

In order to . . . . (WHAT)

This is the sequence I need to carry out (HOW)

Step one: target date ___________

Step two: target date ___________

Etc. target date ___________

Etc. target date ___________

Etc. target date ___________

FINAL GOAL FOR THIS PLAN . . . . (WHAT)

target date ___________

My reward for completing this plan of action will be . . . .

Reprinted by permission of the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Job Search Monthly Goals

Reward yourself along the job hunting path. Write weekly and monthly plans and include some rewards for yourself along the way. Suppose your daily goal is to make five telephone calls to companies. You may want to add to your plan, "As a reward for making five telephone calls for three days, I will go out for a quiet walk, or go to a movie, have a friend over, or treat myself to an ice cream cone." Use whatever would be a reward and bonus to yourself.

This month I will:

Rewards to myself for accomplishing my monthly goal:

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Job Search Weekly Goal Setting

Week of (date): ____________ Weekly goals: ______________________________

____

____

Date	Action Taken	What Happened	Follow-up	Additional Contacts/Comments

Rewards to myself for accomplishing my weekly goals: ______________________________

____

____

Reprinted from A. Frances Lindner, *Career Skills Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Competency 19

Understand lifestyle preferences and relate them to occupational interests.

Competency 19
Overview

Making informed career decisions is important because career choice not only determines how you spend the workday but it also affects how you spend leisure time. The type of occupation you pursue may affect many aspects of your personal life, from where you live to what you can afford.

When deciding on a career, it is necessary to take into account how a job will impact your overall lifestyle. Competency 19 asks participants to evaluate their own lifestyle preferences and determine how these preferences relate to their occupational choices. Participants completing Competency 19: Understand lifestyle preferences and relate them to occupational interests will be able to:

a. Describe the effect of work on lifestyles.
b. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
c. Describe ways in which occupational choices may affect lifestyle.
d. Describe the contribution of work to a balanced and productive life.
e. Describe ways in which work, family, and leisure roles are interrelated.
f. Describe different career patterns and their potential effect on family patterns and lifestyle.
g. Describe the importance of leisure activities.
h. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.
i. Demonstrate skills necessary to function as a consumer and manage financial resources.
j. Describe how society's needs and functions affect the supply of goods and services.
k. Describe the costs and benefits of self-employment.

In Indicator 19a, participants interview an adult to find out how their occupation affects their lifestyle options. Indicator 19b focuses on the personal needs and preferences that shape lifestyles. Following this, participants complete a survey in Indicator 19c to determine their personal work values. The next indicator examines ways in which work contributes to the economic, social, and personal spheres of life. In Indicator 19e, participants explore different lifestyle patterns and develop skills to negotiate the conflicting demands of work, leisure, and family roles. Indicator 19f contains activities focusing on different factors which affect career and lifestyle choices. In the following indicator, participants identify their favorite leisure activities and discuss the importance of these activities in their lives. Indicator 19h asks participants to consider what skills they have acquired through their favorite pastimes. In Indicator 19i, the focus shifts to financial management. Participants learn the basic skills required for designing and managing a household budget. The next section explores how the changing needs and functions of society may affect career decisions. Finally, Indicator 19k addresses the opportunities available to participants in self-employment. In this section, participants complete a survey to determine if they would be successful entrepreneurs and then learn about the basics of starting their own business.

Indicator 19a: Describe the effects of work on lifestyles.

Content	Instructional Strategies	Title of Resource
Describe ways in which work affects lifestyle	Activity	*How Careers Affect Lifestyle*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activity #44*

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How Careers Affect Lifestyle

Objective: Students will interview a resource person to find out how their job affects their lifestyle.

Materials:
✓"Work/Lifestyle Interview Questions" activity sheet on the following page
✓Pencil or pen

Activity:

1. Distribute the "Work/Lifestyle Interview Questions" activity sheet.
2. Have students interview a friend or family member in an occupational field that interests them.
3. Have students report back to the class on the results of their interview.
4. Have students discuss the ways in which work affects lifestyle and how this may influence career choice.

Evaluation: Students will interview a friend or family member using the "Work/Lifestyle Interview Question" activity sheet, will report back to the class on the results, and will discuss issues involving career choice and lifestyles.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Work/Lifestyle Interview Questions

1. What is your occupation?

2. What sort of schedule does your work require? (part-time/full-time? weekdays/weekends? day shift/night shift? flexibility of scheduling?)

3. What sort of vacation time are you allowed in your job?

4. Does your work require you to travel?

5. Is there child care where you work? Are there parental/family leave policies (time off for the birth or adoption of a child)?

6. In what sort of environment do you work? (indoor/outdoor? office? variable/changing worksites?)

7. What sort of salary and fringe benefits do you receive at your job? (health insurance? pension? sick leave?)

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 19b: Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

Content	Instructional Strategies	Title of Resource
Describe the hierarchy of personal needs	Lecture; handout; discussion	*Maslow's Hierarchy of Needs; Maslow's Hierarchy of Needs: The Five-Level Concept (OH)*
Assess personal needs	Activity	*Personal Need Questionnaire*
	Additional resources	**CEW Print Materials** •*Life Skills Workbook,* *pp. 59-62* **WCIS Print Materials** •*Developmental Guidance Classroom Activities,* *Activities #100, 102, 109 and 120*

Maslow's Hierarchy of Needs

Notes

According to Dr. A. H. Maslow, a person's wants are always increasing and changing. Once an individual's basic (primary) needs have been satisfied, other (secondary) needs take their place. To satisfy these needs, people expend energy. However, once a need has been somewhat satisfied, it no longer acts as a motivating force. Individuals begin to invest their energy in the next higher level need.

Maslow's theory of motivation stresses that people are motivated to satisfy many needs, some of which are more pressing than others. If a number of needs are unsatisfied at any given time, the individual will move to satisfy the most pressing one(s) first.

Maslow identified five levels in his hierarchy of needs. (See diagram on following page.)

The physiological needs are the most pressing. Once our physiological needs are largely satisfied, the next level of needs in the hierarchy begins to emerge. These are the safety needs, among which is the avoidance of physical harm, illness, economic disaster, and so forth. In a similar manner, satisfaction of the safety needs gives rise to the emergence of the social needs, then the esteem needs, until the satisfaction of all the above leads the individual to be primarily concerned with the highest level needs, those of self-actualization.

Maslow believes that all levels of needs probably exist to some degree for the individual most of the time. Rarely, if ever, is any one need completely satisfied... at least for very long. Our hunger, as a simple example, may be fairly well satisfied after eating breakfast, only to emerge again before lunch time.

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The Five-Level Concept

SELF-ACTUALIZATION
Realization of individual potential, creative talents, personal future fulfillment

ESTEEM
Self-respect, respect of others, recognition, achievement

SOCIAL
Friendship, affection, acceptance

SAFETY
Security, protection from physical harm, freedom from fear of deprivation

PHYSIOLOGICAL
Food, water, air, rest, sex, shelter (from cold, storm)

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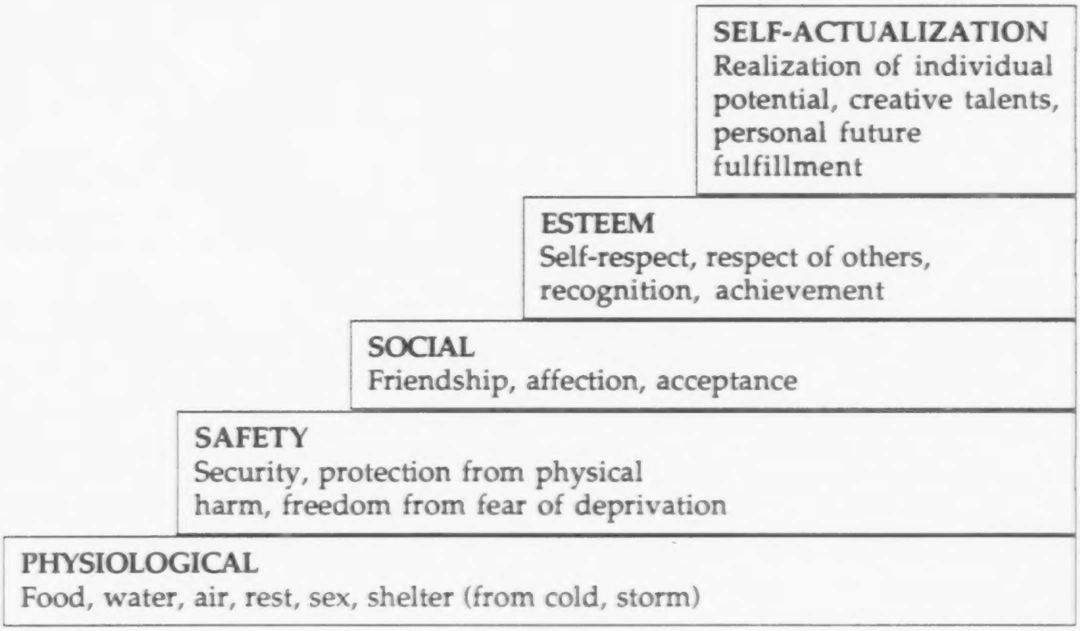
Maslow's Hierarchy of Needs

The Five-Level Concept



SELF-ACTUALIZATION
Realization of individual potential, creative talents, personal future fulfillment

ESTEEM
Self-respect, respect of others, recognition, achievement

SOCIAL
Friendship, affection, acceptance

SAFETY
Security, protection from physical harm, freedom from fear of deprivation

PHYSIOLOGICAL
Food, water, air, rest, sex, shelter (from cold, storm)

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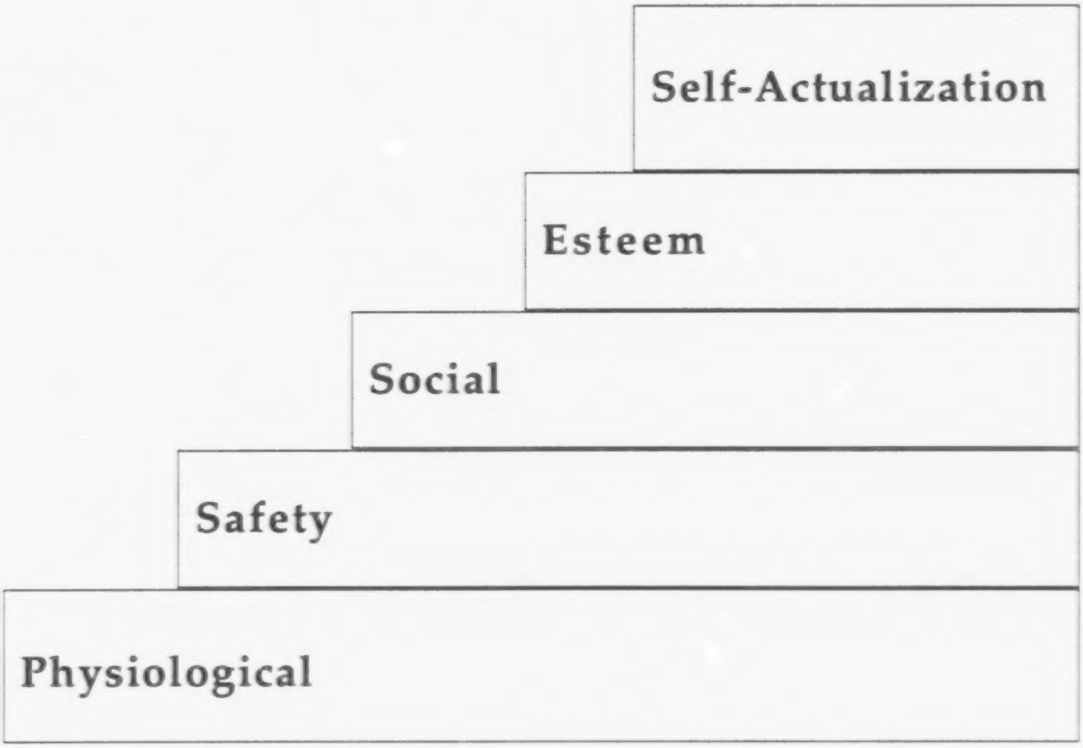
Maslow's Hierarchy of Needs

The Five-Level Concept



Self-Actualization

Esteem

Social

Safety

Physiological

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Personal Need Questionnaire

Directions:

Write the **Number 10** in the space provided if the characteristic is very important to you, and you experience the feeling or need quite intensely and perhaps quite often.

Write the **Number 5** in the space provided if you experience the characteristic only occasionally, and it is of only average concern to you.

Write the **Number 0** in the space provided if you experience the characteristic seldom or never, and it is of almost no consequence to you as a feeling or need.

When you finish the questionnaire, score it according to the instructions at the end of the activity.

_____ 1. Strive for perfection and excellence.

_____ 2. Avoid unpleasant jobs.

_____ 3. Anxious to help others.

_____ 4. Like to be alone.

_____ 5. Want others to do things your way.

_____ 6. Follow the suggestion of others.

_____ 7. Concerned about what others think of you.

_____ 8. Want to break out with new things.

_____ 9. Getting the job done is more important than the feelings of others.

_____ 10. Avoid arguments and debates with others.

_____ 11. Try to do things better than others.

_____ 12. Leave things unfinished.

_____ 13. Loyal to friends and organizations.

_____ 14. Rather do things for yourself than others.

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_____ 15. Get upset when others do not act the way you think they should.

_____ 16. Want someone else to be the leader.

_____ 17. Get the opinion of others.

_____ 18. Like to tell jokes and say things for the reaction of others.

_____ 19. Jealous or envious.

_____ 20. Easy going.

_____ 21. Stick to a job until it is done.

_____ 22. Want more leisure time.

_____ 23. Show affection easily.

_____ 24. Get uncomfortable when people get too close.

_____ 25. Want to be in charge.

_____ 26. Reluctant to do things on own initiative.

_____ 27. Wait until new styles are well established before changing.

_____ 28. Do things just for the principle involved.

_____ 29. Get revenge for injustices or insults.

_____ 30. Noncompetitive; okay for people to get ahead of you.

_____ 31. Want to write a great book, song, or play.

_____ 32. Put things off.

_____ 33. Give encouragement and praise to others.

_____ 34. More interested in things than in people.

_____ 35. Want to influence and persuade others.

_____ 36. Easy for others to get you to do things.

_____ 37. Like to follow habit and tradition.

_____ 38. Want to look different from others.

_____ 39. Critical of others.

_____ 40. React rather unemotionally to things.

_____ 41. Like to accomplish difficult tasks.

_____ 42. Unconcerned about getting involved.

_____ 43. Like to do things with others instead of alone.

_____ 44. Want to get away from it all.

_____ 45. Willing to settle arguments.

_____ 46. Want the advice of others before making up your mind.

_____ 47. Talk about personal viewpoints and achievements.

_____ 48. Your opinions and viewpoints differ from others.

_____ 49. Interested in violence and tragedy.

_____ 50. Indifferent to meeting new people.

_____ 51. Have a feeling there is work to do.

_____ 52. Would rather let others get the credit for doing things.

_____ 53. Go along with group decisions.

_____ 54. Like to do things by yourself.

_____ 55. Look for books, ideas, ways to influence and persuade others.

_____ 56. Fearful of authority (police, boss, etc.).

_____ 57. Anxious for affection from others.

_____ 58. Do things your own way.

_____ 59. Make fun of others.

_____ 60. Try to avoid personal criticism.

_____ 61. Like to keep busy.

_____ 62. Like to be entertained in spare time (TV, newspaper, games).

_____ 63. Seek suggestions and help from others.

_____ 64. Feel that small talk is a waste of time.

_____ 65. Make plans for the group.

_____ 66. Opinion easily swayed by others.

_____ 67. Look for encouragement from others.

_____ 68. Be the center of attention.

_____ 69. Blame others when things go wrong.

_____ 70. Reluctant to voice personal viewpoints.

Personal Need Analysis

Scoring Guide:

1. Add your responses to questions 1, 11, 21, 31, 41, 51, and 61: __________
2. Add your responses to questions 2, 12, 22, 32, 42, 52, and 62: __________
3. Add your responses to questions 3, 13, 23, 33, 43, 53, and 63: __________
4. Add your responses to questions 4, 14, 24, 34, 44, 54, and 64: __________
5. Add your responses to questions 5, 15, 25, 35, 45, 55, and 65: __________
6. Add your responses to questions 6, 16, 26, 36, 46, 56, and 66: __________
7. Add your responses to questions 7, 17, 27, 37, 47, 57, and 67: __________
8. Add your responses to questions 8, 18, 28, 38, 48, 58, and 68: __________
9. Add your responses to questions 9, 19, 29, 39, 49, 59, and 69: __________
10. Add your responses to questions 10, 20, 30, 40, 50, 60, and 70: __________

The characteristics listed below are personal needs you have that strongly influence the direction of your life, your personality, and the way you relate to others.

To determine the intensity of each need, chart your scores as you totaled them on the Scoring Guide, then connect the scores to form a graph.

	Low Need														High Need
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70
1. Achievement:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2. Contentment:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3. Belonging:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4. Isolation:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5. Dominance:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6. Submissiveness:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7. Acceptance:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8. Individualism:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9. Aggression:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10. Passiveness:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

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Indicator 19c: Describe ways in which occupational choices may affect lifestyle.

Content	Instructional Strategies	Title of Resource
Describe personal work values	Activity	*Work Values*
	Additional resources	**CEW Print Materials** •*Career Planning Workbook*, *pp. 53-57* •*Women in Higher Wage Occupations*, *p. 48* **WCIS Print Materials** •*Developmental Guidance Classroom Activities*, *Activities #11, 15, 26, 89 and 95* **WCIS Software** •*Make a Better Buck* **Other Print Materials** •*Challenges, Changes or Choices*, *pp. 82-83 and 87-105* •*More Choices*, *pp. 49-61*

Work Values

Directions: Rate each statement as follows:

5 = absolutely essential
4 = very important
3 = important
2 = not very important
1 = not important

Then, form small groups and use your responses to this survey as a basis for discussion on your personal work values and their effect on career choice.

I need a job in which I . . .

______ 1. . . . feel I am making a contribution to society.

______ 2. . . . will receive recognition for my achievements.

______ 3. . . . can take more and more responsibility.

______ 4. . . . help others solve their problems.

______ 5. . . . create new things.

______ 6. . . . gain attention for my work.

______ 7. . . . compete with others for sales/achievements.

______ 8. . . . am paid according to how much I produce (e.g., sales).

______ 9. . . . feel close personal relationships with people with whom I work.

______ 10. . . . work primarily alone.

______ 11. . . . work with several other people.

______ 12. . . . do not have to work under stress.

______ 13. . . . work under stress to produce a product.

______ 14. . . . work part-time.

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_______ 15. . . . work full-time.

_______ 16. . . . will work only temporarily.

_______ 17. . . . can be assured of work on a permanent basis.

_______ 18. . . . remain in the same geographic area (don't have to move).

_______ 19. . . . will move to a larger city.

_______ 20. . . . will move to a more rural area.

_______ 21. . . . work with a minimum of direction from a supervisor.

_______ 22. . . . have structured guidelines for work.

_______ 23. . . . have flexible hours.

_______ 24. . . . feel challenged to accomplish more.

_______ 25. . . . manage other people.

_______ 26. . . . work outside more than inside.

_______ 27. . . . work inside all the time.

_______ 28. . . . do manual, physical work.

_______ 29. . . . wear nice clothes to work.

_______ 30. . . . can dress casually for work.

_______ 31. . . . meet many new people.

_______ 32. . . . have the assurance that my job will not be terminated because of cutbacks.

_______ 33. . . . am respected for the type of work I do.

_______ 34. . . . do basically the same routines every day.

_______ 35. . . . work with different kinds of projects.

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_______ 36. . . . have pleasant, attractive working conditions.

_______ 37. . . . work with and for people whom I respect.

_______ 38. . . . can advance to higher positions in a reasonable time.

_______ 39. . . . instruct other people.

_______ 40. . . . have an opportunity for further training or education.

_______ 41. . . . don't have to worry about any more training.

_______ 42. . . . have a supervisor who is fair.

_______ 43. . . . expect reasonable periodic increases in salary.

_______ 44. . . . can expect to make a large salary annually.

_______ 45. . . . am challenged by new responsibilities.

_______ 46. . . . can make decisions which affect policy.

_______ 47. . . . can expect ethical conduct from people with whom I work.

_______ 48. . . . have job duties that are usually the same.

_______ 49. . . . know that other people see my job as important.

_______ 50. . . . feel that my job is important.

_______ 51. . . . care for people who have suffered tragedies.

_______ 52. . . . can move up rapidly in the business.

_______ 53. . . . can begin this job without much delay.

_______ 54. . . . won't have to do tiring physical work.

_______ 55. . . . have control of decisions made about my job.

_______ 56. . . . can be completely my own boss.

_______ 57. . . . have significant vacation time.

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_______ 58. . . . deal with people more than things or ideas.

_______ 59. . . . deal with ideas more than things or people.

_______ 60. . . . deal with things more than people or ideas.

_______ 61. . . . am praised for my work.

_______ 62. . . . can work to gain status among others.

_______ 63. . . . teach others better ways of doing things.

_______ 64. . . . am free to express my ideas.

_______ 65. . . . can avoid unsafe or hazardous situations.

_______ 66. . . . can take time off when I need to without problems.

_______ 67. . . . organize activities and administer projects.

_______ 68. . . . can do work at home rather than go into an office.

_______ 69. . . . can work with budgets/finances.

_______ 70. . . . can be in charge.

_______ 71. . . . feel a part of a team effort.

_______ 72. . . . can work independently.

_______ 73. . . . have a nearly stress-free job.

_______ 74. . . . enjoy the freedom to create new procedures.

_______ 75. . . . can feel that I am able to advance without barriers.

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Indicator 19d: Describe the contribution of work to a balanced and productive life.

Content	Instructional Strategies	Title of Resource
Describe how work contributes to the economic, social, and personal spheres of life	Activity	*Why Do You Want To Work?*
	Additional resources	**CEW Print Materials** •*Women in Higher Wage Occupations*, p. 47

Why Do You Want To Work?

Directions: Check the statements below that best describe the reasons you want to work.

Economic

______ 1. Fulfill survival needs (food, clothing and housing)

______ 2. Save for long-term goals (home, car, trips and education)

______ 3. Keep a family together during crisis (illness, divorce and unemployment)

______ 4. Save money (investments, earnings and retirement)

______ 5. Obtain fringe benefits (health care and life insurance)

______ 6. Get money and material things

______ 7. Measure worth as an employee

Social

______ 8. Meet new people and make friends

______ 9. Be with people who share my interests

______ 10. Prevent loneliness and isolation

______ 11. Raise social status

______ 12. Contribute to bettering society

______ 13. Help others

Personal

______ 14. Develop a sense of achievement

______ 15. Raise self-esteem

Reprinted from Margaret Tully, *Women in Nontraditional Occupations: A Resource Manual,* Center on Education and Work, University of Wisconsin-Madison, 1990.

______ 16. Increase self-confidence

______ 17. Feel secure

______ 18. Belong to a purpose or a group of people

______ 19. Use skills, knowledge and education

______ 20. Obtain independence

______ 21. Direct and influence others

______ 22. Meet new challenges

______ 23. Provide for personal growth

______ 24. Use creative talents and problem-solving abilities

______ 25. Build character

______ 26. Stimulate myself

______ 27. Be recognized and valued by others

Indicator 19e: Describe ways in which work, family, and leisure roles are interrelated.

Content	Instructional Strategies	Title of Resource
Describe different lifestyle patterns	Activity	*Life Patterns*
Demonstrate ability to negotiate conflicting demands of different roles	Activity	*Debbie's Dilemma*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #18 and 85* **Other Print Materials** •*More Choices, pp. 155-159*

Life Patterns

Objective: Students will identify the rewards and difficulties of different lifestyles as they relate to possible career choices.

Materials:
✓"Life Patterns" activity sheet (on the following page)
✓Newsprint
✓Magic markers (one for each group)

Activity:

1. Hand out "Life Patterns" activity sheet.
2. Have students form groups of about four each.
3. Assign each group selected lifestyles to work with.
4. Ask each group to brainstorm and record the advantages and disadvantages for each assigned lifestyle.
5. Ask students to share their ideas with the rest of the group and discuss the questions on the activity sheet.
6. Ask students to explore life patterns not listed on the activity sheet.

Evaluation: Students will have generated and discussed the advantages and disadvantages of a variety of lifestyle patterns.

Reprinted from *Developmental Guidance Classroom Activities,* Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Life Patterns

All patterns assume completion of high school. These lifestyles are sequenced chronologically from left to right.

1. Marriage ➪ childrearing ➪ hobbies and community service
2. Marriage ➪ childrearing ➪ education ➪ employment
3. Marriage and employment ➪ education and childrearing ➪ employment when last child starts school
4. Education ➪ marriage ➪ childrearing ➪ no employment
5. Education ➪ marriage ➪ childrearing ➪ employment when children leave home
6. Education ➪ marriage and employment ➪ childrearing and part-time employment
7. Education ➪ marriage and employment ➪ childrearing (household help) and employment
8. Education ➪ marriage ➪ no children ➪ employment
9. Education ➪ single lifestyle ➪ employment

Discussion Questions

1. Which lifestyles seem most appropriate or appealing to you?
2. How much time and energy have been set aside for being a parent?
3. How does this fit into your decision about lifestyles?
4. What kind of planning is needed if you continue to work while raising a family?
5. If you plan to stay home when children are young, how could you keep up with the field in preparation for re-entry?
6. How does one of the careers you are considering relate to these patterns?

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Debbie's Dilemma

As you read the following situation, think about steps you would recommend to help resolve Debbie's dilemma.

Debbie is a divorcee who lives with her children. She works in a doctor's office and enjoys the contact with people. Her son, John, age ten, stays with a neighbor both before and after school. Jennifer, her daughter, age five, goes to a day care center.

Debbie's daily responsibility often seems overwhelming. Each morning she prepares breakfast, fixes bag lunches and organizes things she and the children need to take for the day. Debbie insists her children make their beds before leaving in the morning. Neither child however, is able to meet her standards, so she usually remakes the beds while they are eating. The children watch television and usually are not ready to leave when they should be. Debbie has been late to work several times during the last few months.

Debbie feels guilty for not being more a part of her children's day. John's teacher recently sent a note home that expressed concern about his behavior.

Debbie is often too tired to give the children much attention during the evening. There is dinner to decide upon and prepare, laundry to do, and John's homework to check. Also once a week it is Debbie's turn to bake cookies for the day care center's afternoon snack. Most evenings, all Debbie really wants to do is have a glass of wine and relax.

During her childhood, Debbie's mother devoted all of her time to homemaking. Debbie resents her role as a single parent. She projects her unhappiness to people she meets. Tardiness and stress are affecting her performance at work and she has been told that unless things improve, she will be terminated. She likes her job and the money meets her needs, but she feels trapped by her responsibilities at home and the expectations at work.

What steps do you recommend Debbie take?

Reprinted from Pam Conrad, *Balancing Home and Career: A Fifty-Minute Program*, 1990, by permission of Crisp Publications, Inc., 95 First Street, Los Altos, California 94022.

Indicator 19f: Describe different career patterns and their potential effect on family patterns and lifestyle.

Content	Instructional Strategies	Title of Resource
Describe factors affecting family, lifestyle and career choices	Handout; discussion	*Family and Career*
Describe personal issues involving family and career	Activity	*Family and Career Choices*
	Additional resources	**WCIS Print Materials** •*Developmental Guidance Classroom Activities, Activities #54 and 119* **WCIS Software** •*Make a Better Buck*

Family and Career

With changes in American families and the workforce, there are some important factors to consider when thinking about your future and your career. The choice you make will have an effect on your family. Factors to consider include:

- the amount of money you will need to survive
- the kinds of child care arrangements you need to make
- who will do what
- whom you can count on
- how child care and family roles are shared
- how many children you want
- whether you have a single or double income for your source of support
- family roles and responsibilities that are yours alone or shared with a partner
- whom you can count on for help when you need it
- what kind of work you will do
- where you will work (i.e., state, city, town, rural area, etc.)
- what your work environment will be like
- with whom you will work
- what your needs for transportation will be

If you are happy in your work outside of home, you are more likely to be happy at home. Choose an occupation that fits with your interests, needs and skills.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist,* Center on Education and Work, University of Wisconsin-Madison, 1987.

Family and Career Choices

What family and career issues are important to you? List at least three for family and three for career.

> Three things that are important to me when I think about having a family and working are...

Family

Career

As you learn more about occupations and career choices, you may wish to add to this list and refer back to it when making decisions about what you want to do with your future.

Reprinted from A. Frances Lindner, *Career Planning Workbook: From Astronaut to Zoologist*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Indicator 19g: Describe the importance of leisure activities.

Content	Instructional Strategies	Title of Resource
Describe the importance of leisure activities	Activity	*What Do You Do In Your Spare Time?*

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What Do You Do In Your Spare Time?

Objective: Students will identify their favorite leisure activities and describe the importance of these activities in their lives.

Materials:
✓"What Do You Do In Your Spare Time" activity sheet (on the following page)
✓Pen or pencil

Activity:

1. Hand out "What Do You Do In Your Spare Time?" activity sheet.

2. Have students complete the activity sheet, writing down their favorite leisure activities on the lines provided.

3. Have students break into small groups and discuss the questions at the bottom of the activity sheet. Ask each group to designate a representative who will then summarize their discussion for the rest of the class.

Evaluation: Students will have identified their favorite leisure activities and will have discussed with other students the importance of these activities.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

What Do You Do In Your Spare Time?

Directions: On the following lines, write down your favorite pastimes. These may include sports, extracurricular activities, hobbies, or anything else you like to do in your spare time.

Leisure Activities

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

6. ________________________________

7. ________________________________

8. ________________________________

Discussion Questions

1. What is it that you enjoy most about these activities?
2. Which of these activities are things you do with other people? Which are things you do by yourself? How does either being with others or being by yourself contribute to your enjoyment of these activities?
3. Which of these activities do you find most relaxing? Do you think this activity helps you relieve everyday stress?
4. Imagine that for some reason you could no longer do one of the activities you enjoy. What affect do you think this would have on your life?
5. How important is it to you that you continue to do these activities after high school? How do you think your life would be different if you couldn't?
6. What is most important to you in thinking about your favorite pastimes?

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 19h: Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Content	Instructional Strategies	Title of Resource
Identify skills acquired through leisure activities	Activity	*Skills Developed Through Leisure*

Skills Developed Through Leisure

Objective: Students will identify skills they have learned through their favorite leisure activities.

Materials:

✓"Skills Developed Through Leisure" activity sheet (on the following page)
✓Pen or pencil

Activity:

1. Hand out "Skills Developed Through Leisure" activity sheet.

2. Have students break into pairs or small groups and work together to complete the activity sheet. For the information in column one, you may want to have students use the same list of leisure activities generated in the "What Do You Do In Your Spare Time?" activity from Indicator 19g (page 19-41).

3. When students have completed the activity sheet, have them share with the class the skills they identified and the activities where they learned them.

Evaluation: Students will have identified skills they have acquired in their favorite leisure activities and will have shared these skills with the class.

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Skills Developed Through Leisure

Directions: In column one below, write down your favorite pastimes. In column two, try to describe what kinds of things you do in these pastimes. Then, in column three, figure out what sort of skills you are developing while doing these things. The first line has been filled in as an example.

Pastimes	What do you do?	What skills do you learn?
1. Create my own clothes	select fabrics choose patterns or make patterns follow pattern instructions sew on a sewing machine sew by hand	basic fashion design principles drafting and pattern-making ability to understand and follow directions manual dexterity
2.		
3.		
4.		
5.		

By Tamara Norden, Center on Education and Work, University of Wisconsin-Madison, 1992.

Indicator 19i: Demonstrate skills necessary to function as a consumer and manage financial resources.

Content	Instructional Strategies	Title of Resource
Describe personal feelings about money	Activity	*Money Statements: Self Inventory*
Describe steps in managing finances	Lecture; handout; discussion	*Steps in Money Management; Six Steps to Money Management (OH)*
Identify budget categories	Handout; discussion	*Budget Categories*
Describe the process of creating a budget	Activities	*Examples #1 and 2; Martinez Case Study; The Smith Family Budget*
Demonstrate skills to create a personal budget	Activities	*Budget Sheet; What Income Do We Need?; Implement, Evaluate and Adjust*
	Instructor resource	*Additional Resources*
	Additional resources	**CEW Print Materials** •*Life Skills Workbook, pp. 115-124* **WCIS Software** •*Make a Better Buck* **Other Print Materials** •*Challenges, Changes or Choices, pp. 56-81* •*More Choices, pp. 41-48*

Money Statements: Self Inventory

Directions: Circle the number for the statements which present a fairly accurate picture of your approach to money.

1. You put money ahead of everything else in life, including health, love, family, recreation, friendship, and contentment.
2. You buy things you don't need or don't want because they are on sale.
3. You buy things you don't need or want because they are the right things to have, or because they might impress others.
4. Even when you have sufficient funds you feel guilty about spending money for necessities such as a new pair of shoes.
5. Each time you make a major purchase, you know you are being taken advantage of.
6. You spend money freely or foolishly on others but grudgingly on yourself.
7. You automatically say, "I can't afford it," whether you can or not.
8. You know to the penny how much money you have in your purse or pocket at all times.
9. You have difficulty making decisions about spending money regardless of the amount.
10. You feel compelled to argue or complain about the cost of almost everything you buy.
11. You insist on paying more than your share of restaurant checks or bar bills just to be appreciated or to make sure that you do not feel indebted to anyone.
12. You feel inferior to others who have more money than you, even when you know they have done nothing of worth to get it.
13. You feel superior to those who have less money than you, regardless of their abilities and achievements.

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14. You feel anxious and defensive when asked about your personal finances.

15. In making any purchase your first consideration is the cost.

16. You feel "dumb" if you pay a little more for something than your neighbor did.

17. You prefer saving money to investing it because you're never sure when things will collapse and you will need the cash.

18. You feel that money is the only thing you can really count on.

Steps in Money Management

Notes

Follow these six steps in working on a personal budget:

- **Keep a monthly record of all spending**

You need to know where money is going before making any financial plans. Keeping a record for at least three months gives a better picture of spending. Don't forget quarterly or yearly items.

- **Identify total monthly income**

Once you know where your money is going, it is just as important to know where it's coming from. Consider both money and non-money income (employer benefits and home production).

Employer benefits may include:
- life and health insurance
- sick leave
- retirement benefits
- unemployment insurance
- pension plans
- workmen's compensation
- stock purchase plans

Unpaid home production may include:
- child care
- meal preparation
- car or home repairs
- laundry
- snow removal
- others

Ask participants what it would cost to hire someone else to do these tasks.

- **Identify your values and set goals.**

Something we hold important or worthwhile is a value, while what we are willing to work or strive for is a goal. Setting short-term, intermediate and long-range goals, which reflect personal values, is a prerequisite step to managing money.

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Notes

- **Estimate expenses.**

In order to prepare for developing a plan, or budget one must estimate expenses. Spending records, if available, can serve as a basis for a budget. If records are not available, memory, checkbook stubs, receipts and old bills can serve as reminders. There are two types of expenses:

- *Fixed or committed expenses* which include the regular, set expenses for rent or mortgage, utilities, insurance, car payments, etc. They are non-negotiable costs which represent some of the fundamental needs of a family for security and safety.

- *Flexible expenses* are more variable. These amounts fluctuate and tend to be more occasional in nature, i.e., gifts, household items, clothing, transportation, food, or entertainment.

Categories for both fixed and flexible expenses will differ for each individual/family, so participants should add or delete categories to reflect their unique situation. Categories will also differ before and during periods of unemployment.

It is recommended that budget planners spend some time analyzing their past spending habits. They need to ask themselves, "Can we continue our present pattern of spending? Will a new situation or condition alter spending? What expenses can we reduce or eliminate?" Answers to questions such as these determine amounts to be allocated to various budget categories.

- **Implement your spending plan.**

Give the new budget a try by recording actual expenses for at least one month. Develop a system for saving receipts or noting expenses. Then at the end of each week, add the amounts spent in each category. At the end of the month, total the expenses and compare them with the amounts budgeted.

Notes

- **Evaluate and make adjustments.**

Examine carefully what you actually spent compared with what you planned on spending. Are the figures close, or are they far apart? Why? In what ways will estimates need to be revised? Will it require even more self-discipline and management next month? Understand that a budget is a "working document" that changes as a family strives for a "balanced" budget—one that "fits" the family. As circumstances change, the budget must be adjusted to reflect new goals and needs.

In conclusion, the money management steps just outlined barely scratch the surface in ultimately gaining financial control. The spending plan, or budget, however, is a fundamental tool in managing money. Building skills in handling a budget is important in gaining control over one's finances. It helps people see that they do have the power and competence to solve their problems.

Money Management

Six Basic Steps

- Keep a monthly record of all spending.
- Identify total monthly money income.
- Identify your values and set goals.
- Estimate expenses.
  - Fixed or committed
  - Flexible
- Implement your spending plan.
- Evaluate and make adjustments.

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Budget Categories

1. Housing: Rent or mortgage, fuel, electric, telephone, water, sewer, garbage, maintenance/repair.
2. Installments: All payments except mortgage. Record finance charges in lower half of the box.
3. Insurance: Life, car, property insurance, retirement (including deductions from paycheck).
4. Savings: Amounts set aside for future use.
5. Household: Cleaning supplies, tools, appliances/repair, including non-food items, such as detergents.
6. Food: Groceries and food supplies, beverages.
7. Food Eaten Out: School lunches, meals eaten away from home, etc.
8. Clothing: Clothing items, including uniforms; laundry, dry cleaning, and repair; fabric, sewing supplies.
9. Transportation and Car: Gas and oil, repairs, tires, license fees, public transportation, parking.
10. Child Care: Daily or occasional care and babysitting.
11. Contributions and Gifts: Church, charities, wedding, family gifts.
12. Medical/Dental: Doctor, dentist, prescriptions, glasses.
13. Education: Tuition, books, supplies, fees, equipment, lessons.
14. Personal: Beauty care, toiletries, personal items, magazines, stationery.
15. Recreation and Leisure: Movie tickets, charges for recreation, hobby supplies, vacation costs, recreational trips, books, records.

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Example #1

$840.00	Monthly net pay
-200.00	Childcare expenses (1 child full-time, 4 weeks at $50.00/week)
$640.00	Subtotal
-250.00	Rent/Mortgage
$390.00	Subtotal
-100.00	Utilities: LP gas, natural gas, oil, wood, electricity, water, telephone, cable
$290.00	Subtotal
-200.00	Food for 1 adult and 2 children
$ 90.00	Subtotal

$90.00 is the money left over after paying the above expenses.

Budget

Pay: $7.00/hour with benefits

Benefits: Cost of benefits vary. Some employers pay the greater share, but there is wide variation so remember to figure your costs. For this example, figure 5% of monthly gross for cost of benefits.

Gross Pay:

$ 7.00	(per hour)
X 40	(hours per week)
$280.00	(weekly gross pay)
X 4	(weeks in a month)
$1120.00	**Gross pay per month**

Net Pay:

20% of gross monthly pay for FICA, State and Federal taxes
5% of gross monthly pay for benefits
25% subtracted from gross = net pay

$1120.00	gross monthly pay
- 280.00	benefits, FICA, State and Federal taxes
$ 840.00	**Monthly net pay**

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Example #2

$600.00	Monthly net pay
-250.00	Rent/Mortgage
$350.00	Subtotal
-100.00	Utilities: Heat, electricity, water, telephone, garbage pick-up
$250.00	Subtotal
-200.00	Food for 1 adult and 2 children
$ 50.00	Subtotal

This person may be eligible for food stamps but also, if she has a young child, must pay approximately $50.00 per week for childcare X 4 weeks = $200.00 per month.

Budget

Pay: $5.00/hour with benefits

Benefits: Cost of benefits vary. Some employers pay the greater share, but there is wide variation so remember to figure your costs. For this example, figure 5% of monthly gross for cost of benefits.

Gross Pay:	$ 5.00	(per hour)
	X 40	(hours per week)
	$200.00	(weekly gross pay)
	X 4	(weeks in a month)
	$800.00	**Gross pay per month**

This is approximately $10,000 per year. Note that the poverty level for a family of three is $10,060 per year.

Net Pay: 20% of gross monthly pay for FICA, State and Federal taxes
5% of gross monthly pay for benefits
25% subtracted from gross = net pay

$800.00	gross monthly pay
-200.00	benefits, FICA, State and Federal taxes
$600.00	**Monthly net pay**

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Martinez Case Study

Directions: Read the following case study and on the following page draft a monthly budget for the Martinez family that reflects their needs and wants.

Maria and Tony and their four children, ages 13, 11, 7 and 3 live in a large rural community in southern Wisconsin. Tony was laid off from his position with a large manufacturing firm. His unemployment payments will run out in one month. They have $10,000 in savings. Maria landed a full-time job as a custodian at the school. It pays $6.05 per hour. Tony has started studying accounting at the Vo-Tech, which costs an average of $30.00 per month. They pay $265.00 per month on the house mortgage. The 1981 station wagon they drive is paid for. Keeping up with the children's activities (junior hockey, choir practice, paper route, etc.) leaves little time for entertainment, although Maria and Tony enjoy bowling or an occasional movie with friends and time for Maria's woodworking hobby. They and the kids were planning a week-long trip to Minnesota next summer to visit relatives - a long awaited family vacation.

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Martinez Budget

Monthly Income: ____________

____

Total Income $____________

Monthly Fixed Expenses:

Mortgage ____________

Utilities ____________

Insurance ____________

Savings ____________

Other: ____________

Child Care ____________

Contributions/Gifts ____________

Household ____________

Other: ____________

Flexible Expenses:

Food __________

Clothing ___________

Recreation/Entertainment ___________

Education ___________

Transportation ___________

B. Total Fixed Expenses $________

C. Total Flexible Expenses $__________

Add total fixed expenses and total flexible expenses and subtract that sum from the total income (line A) to determine how much the family has "left over"—their "cushion" for the month.

1. Monthly income total = $_____________ (A)
2. Fixed and flexible expenses total = $_____________ (B+C)
3. Money remaining = $_____________ A-(B+C)

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The Smith Family Budget

Category	Amount Budgeted per Month
Housing	$510
Services/Utilities	60
Insurance	42
Savings	50
Household/Furnishings	55
Food	275
Clothing	105
Transportation	175
Child Care	240
Medical/Health	25
Entertainment/Recreation	65
Miscellaneous	30
TOTAL	**$1632.00**

1. $1632 is the NET INCOME the family needs.

   a. What gross annual income must Mr. and/or Mrs. Smith earn?
   ____

   b. How much is that per month? ___________

   c. How much per hour? ___________

   Note: Average withholding = 20% gross pay. Gross pay minus withholding (20%) = net pay. Gross pay = net pay + .80.

2. What kinds of jobs will provide the Smiths with the income they need to support the family on a budget at $1632 per month?

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Budget Sheet

Directions: Fill in the appropriate estimated monthly income on the lines provided.

1. **Monthly net pay:** ________

2. **Other Income:**
    Social Security ________
    AFDC ________
    Food Stamps ________
    Investments ________
    Pension ________
    Other ________

3. **Total Monthly Income** ________

Monthly Expenses (Basic Needs)

Food and school lunches ________
Childcare expenses ________
Rent/mortgage/Real Estate Taxes ________
Utilities
    Electricity ________
    Telephone ________
    Water/Sewer ________
    Heat ________
    Other ________
Transportation
    License, Insurance, Tires, Repairs (monthly average) ________
    Gas and oil ________
    Public Transportation ________
    Car Payments ________

4. **Total Monthly Basic Expenses** ________

5. **Total Monthly Income (line 3)** ________

6. **Subtract Total Monthly Basic Expenses (line 4)** ________

7. **Amount left for additional expenses** $________

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Average Monthly Additional Expenses

Checking Account Service Charge ________
Clothing, shoes ________
Disposable diapers or diaper service ________
Laundromat/Dry cleaning ________
Hair cuts, perms ________
Household supplies (non-edible), laundry soap, etc. ________
Life insurance, health insurance ________
Medical (doctor, hospital, dental) ________
Medication, eye glasses ________
Non-prescription medicines and drug supplies ________
Children's school books, supplies ________
Renter/homeowner's insurance ________
Pet food, vet bills ________
School loan payments ________
Payments to lawyer, credit cards, time payments ________
Furniture and appliance repair/replacement ________
Gifts (X-mas, birthday, etc.), cards, postage, newspaper, etc. ________
Entertainment (video rental, camera film and development) ________
Savings ________
Other ________

8. Total additional expenses: **$**________

9. Amount left for additional expenses (line 7) **$**________

Total additional expenses (line 8) **$**________

Balance left **$**________

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What Income Do We Need?

Directions: Use this worksheet to estimate a budget for 2-3 years from now. Then use your budget figures to answer the following questions.

1. Our budget calculations indicate that we will need the following minimum income in 2-3 years time:

   Net income $__________ (amount budgeted)

   Gross income $__________(net .80)

   Monthly wage $__________ (gross ÷ 12 months)

   Hourly wage $__________ (gross ÷ 2080 hours)

2. What kinds of jobs will enable you to live the way you want, according to your projected budget? Refer to Occupational Outlook Handbook or other sources of wage information.

3. Cut out three or four employment ads from the classified section of the newspaper. Find ads that pay the gross amount you will need.

4. With the information you have so far, what alternatives do you have for obtaining financial independence?

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Implement, Evaluate, and Adjust

Directions: Give the new spending plan a try by recording actual expenses for at least one entire month. Develop a system for family members to save receipts or note expenses. At the end of each week, add the amounts spent in each category. At the end of the month, total the expenses and compare them with the amounts budgeted. It's a good idea to keep all financial records together in one place.

Actual Monthly Spending Summary:

Check to see how actual expenditures relate to what you'd planned to spend.

Expense Category	Budgeted	Spent	Revised Budget
Totals	**$**	**$**	**$**

1. What was the difference between what you budgeted and what you spent?

2. What changes need to be made in order to have a "balanced budget?"

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Additional Resources

Card, Emily. (1990). The Ms. money book. New York: E. P. Dutton.

Card, Emily. (1985). Staying solvent: A comprehensive guide to equal credit for women. New York: Holt, Rinehart, and Winston.

Dahlstrom, Harry. (1988). Out of hock. Franklin, MA: Dahlstrom and Co., Inc.

Pitts, Joyce M. (1987). Managing your personal finances. Washington, D.C.: U.S. Department of Agriculture, Extension Service.

Wintle, Carol. (1985). Your money and your life: Financial planning for low-income working women. Newton, MA: WEEA Publishing Center.

Indicator 19j: Describe how society's needs and functions affect the supply of goods and services.

Content	Instructional Strategies	Title of Resource
Describe changes that may affect caerer planning	Activity	*The Changing World of Work*

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The Changing World of Work

Objective: Students will discuss how rapidly changes occur that affect careers.

Materials:
✓Paper
✓Pencil or pen

Activity:

1. Ask students to imagine that they were teenagers at the time their grandparents were growing up.
2. Have students discuss what life was like in terms of homes, families, transportation, leisure activities and other aspects of lifestyle.
3. Have students list jobs that existed then that do not exist today.
4. Discuss the causes of such changes with students.
5. To emphasize how rapidly things change, repeat this procedure by having students list jobs that exist today that didn't exist in their parents' youth.

Evaluation: Students will have a description of their grandparents' life as a teenager and the kinds of occupations they held at that time, with a comparison of their life as a teenager and the occupational options open to them.

Reprinted from *Developmental Guidance Classroom Activities*, Wisconsin Career Information System, University of Wisconsin-Madison, 1991.

Indicator 19k: Describe the costs and benefits of self-employment.

Content	Instructional Strategies	Title of Resource
Identify the characteristics of an entrepreneur and assess personal characteristics	Activity	*The Entrepreneur's Quiz*
Describe strengths needed for self-employment and assess personal strengths	Activity	*Strengths Needed to Operate a Small Business*
Describe the steps involved in starting a small business	Activity	*Checklist for Going Into Business*
	Instructor resource	*Additional Resources*
	Additional resources	*See Also: Indicator 17j* **CEW Print Materials** •*Achieving Success in Small Business* •*Steps to Starting a Small Business* **WCIS Print Materials** •*Working for Yourself* **WCIS Videos** •*Entrepreneurship: A Vision for Everyone* **Other Print Materials** •*More Choices, pp. 93-99*

The Entrepreneur's Quiz

Entrepreneurs apply their talents in a wide variety of ways, but many seem to have some personality traits in common.

The Entrepreneur's Quiz can help you learn more about entrepreneurs and perhaps more about yourself. It is not a scientific test and it does not predict business success since there is no single set of characteristics that accurately describes all entrepreneurs. Some businesses require personality traits that others may not.

The entrepreneurial quiz and profile were developed from a series of questionnaire analyses performed by the Center for Entrepreneurial Management, Inc. in New York City. The Center is a membership association of entrepreneurial managers.

1. **How were your parents employed?**

   a. Both worked and were self-employed for most of their working lives.
   b. Both worked and were self-employed for some part of their working lives.
   c. One parent war self-employed for most of his or her working life.
   d. One parent was self-employed at some point in his or her working life.
   e. Neither parent was ever self-employed.

2. **Have you ever been fired from a job?**

   a. Yes, more than once.
   b. Yes, once.
   c. No.

3. **Are you an immigrant, or were your parents or grandparents immigrants?**

   a. I was born outside of the United States.
   b. One or both of my parents were born outside of the United States.
   c. At least one of my grandparents was born outside of the United States.
   d. Does not apply.

4. **Your work career has been:**

   a. Primarily in small business (under 100 employees).
   b. Primarily in medium-sized business (100-500 employees).
   c. Primarily in big business (over 500 employees).

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5. **Did you operate any businesses before you were twenty?**

   a. Many.
   b. A few.
   c. None.

6. **What is your present age?**

   (If you are under 21, mark answer a.)
   a. 21-30.
   b. 31-40.
   c. 41-50.
   d. 51 or over.

7. **You are the __________ child in the family.**

   a. Oldest.
   b. Middle.
   c. Youngest.
   d. Other.

8. **You are:**

   a. Married.
   b. Divorced.
   c. Single.

9. **Your highest level of formal education (that you have or would be willing to complete) is:**

   a. Some high school.
   b. High school diploma.
   c. Bachelor's degree.
   d. Master's degree.
   e. Doctor's degree.

10. **What is your primary motivation in starting a business?**

   a. To make money.
   b. I don't like working for someone else.
   c. To be famous.
   d. As an outlet for excess energy.

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11. **Your relationship to the parent who provided most of the family's income was:**
    - a. Strained.
    - b. Comfortable.
    - c. Competitive.
    - d. Non-existent.

12. **If you could choose between working hard and working smart, you would:**
    - a. Work hard.
    - b. Work smart.
    - c. Both.

13. **On whom do you rely for critical management advice?**
    - a. Internal management teams.
    - b. External management professionals.
    - c. External financial professionals.
    - d. No one except myself.

14. **If you were at the racetrack, which of these would you bet on?**
    - a. The daily double—a chance to make a killing.
    - b. A 10-to-1 shot.
    - c. A 3-to-1 shot.
    - d. The 2-to-1 favorite.

15. **The only ingredient that is both necessary and sufficient for starting a business is:**
    - a. Money.
    - b. Customers.
    - c. An idea or product.
    - d. Motivation and hard work.

16. **If you were an advanced tennis player and had a chance to play a top pro like Jimmy Connors, you would:**
    - a. Turn it down because he could easily beat you.
    - b. Accept the challenge, but not bet any money on it.
    - c. Bet a week's pay that you would win.
    - d. Get odds, bet a fortune, and try for an upset.

17. You tend to 'fall in love' too quickly with:

a. New product ideas.
b. New employees.
c. New manufacturing ideas.
d. New financial plans.
e. All of the above.

18. Which of the following personality types is best suited to be your right-hand person?

a. Bright and energetic.
b. Bright and lazy.
c. Dumb and energetic.

19. You accomplish tasks better because:

a. You are always on time.
b. You are super-organized.
c. You keep good records.

20. You hate to discuss:

a. Problems involving employees.
b. Signing expense accounts.
c. New management practices.
d. The future of the business.

21. Given a choice, you would prefer:

a. Rolling dice with a 1-in-3 chance of winning.
b. Working on a problem with a 1-in-3 chance of solving it in the allocated time.

22. If you could choose between the following competitive professions, it would be:

a. Professional golf.
b. Sales.
c. Personnel counseling.
d. Teaching.

23. If you had to choose between working with a partner who is a close friend and working with a stranger who is an expert in your field, you would choose:

a. The close friend.
b. The expert.

24. You enjoy being with people:

a. When you have something meaningful to do.
b. When you can do something new and different.
c. Even when you have nothing planned.

25. In business situations that demand action, clarifying who is in charge will help produce results.

a. Agree.
b. Agree, with reservations.
c. Disagree.

26. In playing a competitive game, you are concerned with:

a. How well you play.
b. Winning or losing.
c. Both of the above.
d. Neither of the above.

Scoring
The Entrepreneur's Quiz

1) a=10
b=5
c=5
d=2
e=0

2) a=10
b=7
c=0

3) a=5
b=4
c=3
d=0

4) a=10
b=5
c=0

5) a=10
b=7
c=0

6) a=8
b=10
c=5
d=2

7) a=15
b=2
c=0
d=0

8) a=10
b=2
c=2

9) a=2
b=3
c=10
d=8
e=4

10) a=0
b=15
c=0
d=0

11) a=10
b=5
c=10
d=5

12) a=0
b=5
c=10

13) a=0
b=10
c=0
d=5

14) a=0
b=2
c=10
d=3

15) a=0
b=10
c=0
d=0

16) a=0
b=10
c=3
d=0

17) a=5
b=5
c=5
d=5
e=15

18) a=2
b=10
c=0

19) a=5
b=15
c=5

20) a=8
b=10
c=0
d=0

21) a=0
b=15

22) a=3
b=10
c=0
d=0

23) a=0
b=10

24) a=3
b=3
c=10

25) a=10
b=2
c=0

26) a=8
b=10
c=15
d=0

This scoring is weighted to determine your Entrepreneurial Profile.

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Analysis For The Entrepreneur's Quiz

The percentages reflect the answers given by the 2,500 members of the Center for Entrepreneurial Management, Inc.

1. How were your parents employed?

a. Both worked and were self-employed for most of their working lives.	4%
b. Both worked and were self-employed for some part of their working lives.	10%
c. One parent was self-employed for most of his or her working life.	36%
d. One parent was self-employed at some point in his or her working life.	16%
e. Neither parent was ever self-employed.	34%

The independent way of life is not so much genetic as it is learned, and the first school for any entrepreneur is the home. More than a third of our respondents came from homes where one parent had been self-employed for most of his or her working life, and two-thirds came from homes where a parent had tried to go it alone in business at least once.

2. Have you ever been fired from a job?

a. Yes, more than once.	17%
b. Yes, once.	34%
c. No.	49%

This question is tricky because the independent-thinking entrepreneur will very often quit a job instead of waiting around to get fired. However, the dynamics of the situation are the same; the impasse results from the entrepreneur's brashness and most compulsive need to be right. Steven Jobs and Steven Wozniak went ahead with Apple Computer when their project was rejected by their respective employers, Atari and Hewlett-Packard. And when Thomas Watson was fired by National Cash register in 1913, he joined up with the Computer-Tabulating-Recording Company and ran it until his death in 1956. He also changed the company's name to IBM. The need to be right very often turns rejection into courage and courage into authority.

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3. Are you an immigrant, or were your parents or grandparents immigrants?

a. I was born outside of the United States.	7%
b. One or both of my parents were born outside of the United States.	10%
c. At least one of my grandparents was born outside of the United States.	36%
d. Does not apply.	47%

America is still the land of opportunity and a hotbed for entrepreneurship. The displaced people who arrive on our shores (and at our airports) every day, be they Cuban, Korean, or Vietnamese, can still turn hard work and enthusiasm into successful business enterprises. Our surveys have shown that, though it is far from a necessary ingredient for entrepreneurship, the need to succeed is often greater among those whose backgrounds contain an extra struggle to fit into society.

4. Your work career has been:

a. Primarily in small business (under 100 employees).	62%
b. Primarily in medium-sized business (100-500 employees).	15%
c. Primarily in big business (over 500 employees).	23%

Small business management isn't just a scaled-down version of big business management. The skills needed to run a big business are quite different from those needed to orchestrate an entrepreneurial venture. While the professional manager is skilled at protecting resources, the entrepreneurial manager is skilled at creating them. Entrepreneurs are at their best when they can still control all aspects of their companies. That's why so many successful entrepreneurs have been kicked out of the top spot when their companies outgrew their talents. Of course, that isn't always a tragedy. For many, it offers the opportunity (and the capital) to start all over again.

5. Did you operate any businesses before you were twenty?

a. Many.	24%
b. A few.	49%
c. None.	27%

The enterprising adult first appears as the enterprising child. Coin and stamp collecting, mowing lawns, shoveling snow, promoting dances and rock concerts are all common examples of early business ventures. The paper route of today could be the Federal Express of tomorrow.

6. What is your present age?

a. 21-30.	18%
b. 31-40.	38%
c. 41-50.	26%
d. 51 or over.	18%

The average age of entrepreneurs has been steadily shifting downward since the late fifties and early sixties when it was found to be between 40 and 45. Our data puts the highest concentration of entrepreneurs in their thirties, but people such as Jobs and Wozniak of Apple Computer, Ed DeCastro and Herb Richman of Data General, and Fred Smith of Federal Express all got their businesses off the ground while they were still in their twenties. We look for the average age to stabilize around 30.

7. You are the ___________ child in the family.

a. Oldest.	59%
b. Middle	19%
c. Youngest.	19%
d. Other.	3%

There is no doubt about this answer. All studies agree that entrepreneurs are most commonly the oldest child in their families. With an average of 2.5 children per American family, the chances of being a first child are about 40 percent. However, entrepreneurs tend to be oldest children nearly 60 percent of the time.

8. You are:

a. Married.	76%
b. Divorced.	14%
c. Single.	10%

Our research concluded that the vast majority of entrepreneurs are married. But then, most men in their thirties are married, so this alone is not a significant finding. However, follow-up studies showed that most successful entrepreneurs have exceptionally supportive wives. (While our results did not provide conclusive results on female entrepreneurs, we suspect that their husbands would have to be doubly supportive.) A supportive mate provides the love and stability necessary to balance the insecurity and stress of the job. A strained marriage, the pressures of a divorce, or a strained love life will simply add too much pressure to an already strained business life.

9. Your highest level of formal education is:

a. Some high school.	1%
b. High school diploma.	17%
c. Bachelor's degree.	43%
d. Master's degree.	30%
e. Doctor's degree.	9%

The question of formal education among entrepreneurs has always been controversial. Studies in the fifties and sixties showed that many entrepreneurs had failed to finish high school, let alone college. W. Clement Stone is the classic example. And Polaroid's founder, Edwin Land, has long typified the 'entrepreneur in a hurry' who dropped out of college to get his business off the ground. However, our data conclude that the most common educational lever achieved by entrepreneurs is the bachelor's degree, and the trend seems headed toward the MBA. Just the same, few entrepreneurs have the time or the patience to earn a doctorate. Notable exceptions include Robert Noyce and Gordon Moore of Intel, An Wang of Wang Laboratories, and Robert Collings of Data Terminal Systems.

10. What is your primary motivation in starting a business?

a. To make money.	34%
b. I don't like working for someone else.	56%
c. To be famous.	4%
d. As an outlet for creative energy.	6%

The answer here is pretty conclusive. Entrepreneurs don't like working for anyone but themselves. While money is always a consideration, there are easier ways to make money than by going it alone. More often than not, money is a byproduct (albeit a welcome one) of an entrepreneur's motivation rather than the motivation itself.

11. Your relationship to the parent who provided most of the family's income was:

a. Strained.	29%
b. Comfortable.	53%
c. Competitive.	9%
d. Non-existent.	9%

These results really surprised us because past studies, including our own, have always emphasized the strained or competitive relationship between the entrepreneur and the income-producing parent (usually the father). The entrepreneur has traditionally been out to 'pick up the pieces' for the family or to 'show the old man' while, at the same time, always seeking his grudging praise. However, our latest results show that half of the entrepreneurs we questioned had what they considered comfortable relationships with the income-producing parent. How do we explain this shift? To a large extent, we think it's directly related to the changing ages and educational backgrounds of the new entrepreneurs. The new entrepreneurs are children of the fifties and sixties, not children of the Depression. In most cases they've been afforded the luxury of a college education, not forced to drop out of high school to help support the family. We think that the entrepreneur's innate independence has not come into such dramatic conflict with the father as it might have been in the past. We still feel that a strained or competitive relationship best fits the entrepreneurial profile, though the nature of this relationship is no longer black and white.

12. If you could choose between working hard and working smart, you would:

a. Work hard.	0%
b. Work smart.	47%
c. Both.	53%

The difference between the hard worker and the smart worker is the difference between the hired hand and the boss. What's more, entrepreneurs usually enjoy what they are doing so much that they rarely notice how hare they are really working.

13. On whom do you rely for critical management advice?

a. Internal management teams.	13%
b. External management professionals.	43%
c. External financial professionals.	15%
d. No one except myself.	29%

Entrepreneurs seldom rely on internal people for major policy decisions because employees very often have pet projects to protect or personal axes to grind. What's more, internal management people will seldom offer conflicting opinions on big decisions, and in the end entrepreneurs make the decision on their own. Outside financial sources are also infrequent sounding boards when it comes to big decisions because they simply lack the imagination that characterizes most entrepreneurs. The most noble ambition of most bankers and accountants is to maintain the status quo. When it comes to really critical decisions, entrepreneurs most often rely on outside management consultants and other entrepreneurs. In fact, our follow-up work has shown that outside management professionals have played a role in every successful business we've studied, which wasn't the case when it came to unsuccessful ventures.

14. If you were at the racetrack, which of these would you bet on?

a. The daily double—a chance to make a killing.	22%
b. A 10-to-1 shot.	23%
c. A 3-to-1 shot.	40%
d. The 2-to-1 favorite.	15%

Contrary to popular belief, entrepreneurs are not high risk takers. They tend to set realistic and achievable goals. While they do take risks, these are usually calculated risks. They know their limits, but are willing to bet on their skills. For instance, they'll seldom but lottery tickets or bet on spectator sport, but they are not reluctant to gamble on games involving their own skill such as tennis or golf.

15. The only ingredient that is both necessary and sufficient for starting a business is:

a. Money.	3%
b. Customers.	44%
c. An idea or product.	25%
d. Motivation and hard work.	28%

All businesses begin with orders and orders can only come from customers. You might think you're in business when you've developed a prototype, or after you've raised capital, but bankers and venture capitalists only buy potential. It takes customers to buy a product.

16. If you were an advanced tennis player and had a chance to play a top pro like Jimmy Connors, you would:

a. Turn it down because he could easily beat you.	4%
b. Accept the challenge, but not bet any money on it.	78%
c. Bet a week's pay that you would win.	14%
d. Get odds, bet a fortune, and try for an upset.	4%

This question narrows the focus on the risk-taking concept and the results emphasize what we have already stated: entrepreneurs are not high rollers. What is interesting about this response is that more than three-quarters of our respondents would accept the challenge, not so much on the off-chance of winning, but for the experience; and experience is what entrepreneurs parlay into success.

17. You tend to 'fall in love' too quickly with:

a. New product ideas.	40%
b. New employees.	10%
c. New manufacturing ideas.	4%
d. New financial plans.	13%
e. All of the above.	33%

One of the biggest weaknesses that entrepreneurs face is their tendency to 'fall in love' too easily. They go wild over new employees, products, suppliers, machines, methods, and financial plans. Anything new excites them. But these 'love affairs' usually don't last long; many of them are over almost as suddenly as they begin. The problem is that during these affairs, entrepreneurs can quite easily alienate their employees, become stubborn about listening to opposing views, and lose their objectivity.

18. Which of the following personality types is best suited to be your right-hand person?

a. Bright and energetic.	81%
b. Bright and lazy.	19%
c. Dumb and energetic.	0%

The best answer isn't always the right answer. 'Bright and energetic' is the best answer, but 'bright and lazy' is the right answer. But why is that and why do entrepreneurs consistently answer this question wrong? Because the natural inclination is to choose 'bright and energetic' because that describes a personality like your own. But stop and think a minute. You're the boss. Would you be happy, or for that matter efficient, as someone else's right-hand person? Probably not. And you don't want to hire an entrepreneur to do a hired hand's job. That's why the 'bright and lazy' personality bakes the best assistants. They are not out to prove themselves, so they won't be butting heads with the entrepreneur at every turn. And while they are relieved at not having to make critical decisions, they are whizzes when it comes to implementing them. Why? Because, unlike the entrepreneur, they are good at delegating responsibilities. Getting other people to do the work for them is their specialty!

19. You accomplish tasks better because:

a. You are always on time.	24%
b. You are super-organized.	46%
c. You keep good records.	32%

Organization is the key to an entrepreneur's success. This is the fundamental principle on which all entrepreneurial ventures are based. Without it, no other principles matter. Organizational systems may differ, but you'll never find an entrepreneur who's without one. Some keep lists on their desks, always crossing things off from the top and adding to the bottom. Others use notecards, keeping a file in their jacket pockets. And still others will keep notes on scraps of paper, shuffling them from pocket to pocket in an elaborate filing and priority system. But it doesn't matter how you do it, just as long as it works.

20. You hate to discuss:

a. Problems involving employees.	37%
b. Signing expense accounts.	52%
c. New management practices.	8%
d. The future of the business.	3%

The only think entrepreneurs like less than discussing employee problems is discussing petty cash slips and expense accounts. Solving problems is what entrepreneurs do best, but problems involving employees seldom require their intervention, so discussing such problems is just an irritation distraction. Expense accounts are even worse. What entrepreneurs want to know is how much their sales people are selling, not how much they're padding their expense accounts. Unless it's a matter of outright theft, the sales manager should be able to handle it.

21. Given a choice, you would prefer:

a. Rolling dice with a 1-in-3 chance of winning.	8%
b. Working on a problem with a 1-in-3 chance of solving it in the allocated time.	92%

Entrepreneurs are participants, not observers; players, not fans. And to be an entrepreneur is to be an optimist; to believe, that with the right amount of time and the right amount of money, you can do anything. Of course, chance plays a part in anyone's career—being in the right place and the right time; but entrepreneurs have a tendency to make their own chances.

22. If you could choose between the following competitive professions, it would be:

a. Professional golf.	15%
b. Sales.	56%
c. Personnel counseling.	8%
d. Teaching.	21%

Sales give instant feedback on your performance; it's the easiest job of all for measuring success. How do personnel counselors or teachers ever know if they are winning or losing? Entrepreneurs need immediate feedback and are always capable of adjusting their strategies in order to win.

23. If you had to choose between working with a partner who is a close friend and working with a stranger who is an expert in your field, you would choose:

a. The close friend.	13%
b. The expert.	87%

While friends are important, solving problems is clearly more important. Often the best thing an entrepreneur can do for a friendship is to spare it the extra strain of a working relationship.

24. You enjoy being with people:

a. When you have something meaningful to do.	32%
b. When you can do something new and different.	25%
c. Even when you have nothing planned.	43%

Contrary to popular belief, entrepreneurs are not bores. They enjoy people and they enjoy being with people. They are extroverts—doers. To the entrepreneur there is no such thing as 'nothing to do', so not having plans doesn't mean not having anything to do.

25. In business situations that demand action, clarifying who is in charge will help produce results.

a. Agree.	66%
b. Agree, with reservations.	27%
c. Disagree.	7%

Everyone knows that a camel is a horse that was designed by a committee, and unless it's clear that one person is in charge, decisions are bound to suffer with a committee mentality.

26. In playing a competitive game, you are concerned with:

a. How well you play.	19%
b. Winning or losing.	10%
c. Both of the above.	66%
d. Neither of the above.	5%

Vince Lombardi is famous for saying, 'Winning isn't everything, it's the only thing.' But a lesser known quote of his is closer to the entrepreneur's philosophy. Looking back at a season, Lombardi was heard to remark, 'We didn't lose any games last season, we just ran out of time twice.' Entrepreneuring is a competitive game and an entrepreneur has to be prepared to run out of time occasionally. Walt Disney, Henry Ford, and Milton Hershey all experienced bankruptcy before experiencing success. The right answer to this question is 'c', but the best answer is the game itself.

Your Entrepreneurial Profile

235-285	Successful Entrepreneur*
200-234	Entrepreneur
185-199	Latent Entrepreneur
170-184	Potential Entrepreneur
155-169	Borderline Entrepreneur
Below 154	Hired Hand

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* The average CEM member profile is 239.

Strengths Needed To Operate a Small Business

Directions: Honestly judge whether or not you have the strengths or requirements listed below. **Circle** "yes" or "no" after each item. If you decide you lack a strength or requirement, then decide how you will acquire it. Write your "solution" in the space to the right. If you need more space, write on back side.

Strength/Requirement	**Do you have it now?**	**If "no," how will you get it?**
1. **Need/Demand for product or service . . .** that will give you enough sales to make a profit?	Yes No	
2. **Training . . . or Experience** in your type of business?	Yes No	
3. **Capital** (Money . . Property . . Sweat . . Subsidy) enough to get started without borrowing . . . or to permit you to borrow.	Yes No	
4. **Motivation** (Hunger) . . . the strong **desire** to "see it through" suffering hard times.	Yes No	
5. **Location** . . . convenient to customers at affordable cost.	Yes No	
6. **Bookkeeping** . . . knowledge and ability to keep financial records of your business.	Yes No	
7. **Records** . . . knowledge and ability to keep assorted records (receivables, payables, insurance, payroll, etc.)	Yes No	
8. **Management** . . . ability to plan . . make decisions . . select qualified helpers . . . and delegate and supervise jobs.	Yes No	

Reprinted from "From Homemaking to Entrepreneurship: A Readiness Training Program," 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Checklist for Going Into Business

Summary

Thinking of owning and managing your own business? It's a good idea—provided you know what it takes and have what it takes.

Starting a business is risky at best; but your chances of making it go will be better if you understand the problems you'll meet and work out as many of them as you can before you start.

Here are some questions and worksheets to help you think through what you need to know and do. Check each question if the answer is **yes**. Where the answer is **no**, you have some work to do.

Before You Start

How about you?

Are you the kind of person who can get a business started and make it go? (Before you answer this question, use worksheet number 1.) ________

Think about *why* you want to own your own business. Do you want to badly enough to keep you working long hours without knowing how much money you'll end up with? ________

Have you worked in a business like the one you want to start? ________

Have you worked for someone else as a foreman or manager? ________

Have you had any business training in school? ________

Have you saved any money? ________

How about the money?

Do you know how much money you will need to get you business started? (Use worksheets 2 and 3 to figure this out.) ________

Have you counted up how much money of your own you can put into the business? ________

Do you know how much credit you can get from your suppliers—the people you will buy from? ________

Reprinted from *Checklist for Going Into Business,* U.S. Small Business Administration, Management Assistance Support Services.

Do you know where you can borrow the rest of the money you need to start your business? ________

Have you figured out what net income per year you expect to get from the business? ________

Count your salary and your profit on the money you put into the business. ________

Can you live on less than this so that you can use some of it to help your business grow? ________

Have you talked to a banker about your plans? ________

How about a partner?

If you need a partner with money or knowhow that you don't have, do you know someone who will fit—someone you can get along with? ________

Do you know the good and bad points about going it alone, having a partner, and incorporating your business? ________

Have you talked to a lawyer about it? ________

How about your customers?

Do most businesses in your community seem to be doing well? ________

Have you tried to find out whether stores like the one you want to open are doing well in your community and in the rest of the country? ________

Do you know what kind of people will want to buy what you plan to sell? ________

Do people like to live in the area where you want to open your store? ________

Do they need a store like yours? ________

If not, have you though about opening a different kind of store or going to another neighborhood?

Getting Started

Your building

Have you found a good building for your store?

Will you have enough room when your business gets bigger?

Can you fix the building the way you want it without spending too much money?

Can people get to it easily from parking spaces, bus stops, or their homes?

Have you had a lawyer check the lease and zoning?

Equipment and supplies

Do you know just what equipment and supplies you need and how much they will cost? (Worksheet 3 and the lists you make for it should show this.)

Can you save some money by buying second-hand equipment?

Your merchandise

Have you decided what things you will sell?

Do you know how much or how many of each you will buy to open your store with?

Have you found suppliers who will sell you what you need at a good price?

Have you compared the prices and credit terms of different suppliers?

Your records

Have you planned a system of records that will keep track of your income and expenses, what you owe other people, and what other people owe you? ________

Have you worked out a way to keep track of your inventory so that you will always have enough on hand for your customers but not more than you can sell? ________

Have you figured out how to keep your payroll records and take care of tax reports and payments? ________

Do you know what financial statements you should prepare? ________

Do you know an accountant who will help you with your records and financial statements? ________

Your store and the law

Do you know what licenses and permits you need? ________

Do you know what business laws you have to obey? ________

Do you know a lawyer you can go to for advice and for help with legal matters? ________

Protecting your store

Have you made plans for protecting your store against thefts of all kinds—shoplifting, robbery, burglary, employee stealing? ________

Have you talked with an insurance agent about what kinds of insurance you need? ________

Buying a business someone else has started

Have you made a list of what you like and don't like about buying a business someone else has started? ________

Are you sure you know the real reason why the owner wants to sell this business? ________

Have you compared the cost of buying the business with the cost of starting a new business? ________

Is the stock up to date and in good condition? ________

Is the building in good condition? ________

Will the owner of the building transfer the lease to you? ________

Have you talked with other business owners in the area to see what they think of the business? ________

Have you talked with the company's suppliers? ________

Have you talked with a lawyer about it? ________

Making It Go

Advertising

Have you decided how you will advertise? (Newspapers—posters—handbills—radio—mail?) ________

Do you know where to get help with your ads? ________

Have you watched what other stores do to get people to buy? ________

The prices you charge

Do you know how to figure what you should charge for each item you sell? ________

Do you know what other stores like yours charge? ________

Buying

Do you have a plan for finding out what your customers want? ________

Will you plan for keeping track of your inventory tell you when it is time to order more and how much to order? ________

Do you plan to buy most of your stock from a few suppliers rather that a little from many, so that those you buy from will want to help you succeed? ______

Selling

Have you decided whether you will have salesclerks or self-service? ______

Do you know how to get customers to buy? ______

Have you though about why you like to buy from some salesclerks while others turn you off? ______

Your employees

If you need to hire someone to help you, do you know where to look? ______

Do you know what kind of person you need? ______

Do you have a plan for training your employees? ______

Credit for customers

Have you decided whether or not to let your customers buy on credit? ______

Do you know the good and bad points about joining a credit-card plan? ______

Can you tell a deadbeat from a good credit customer? ______

A Few Extra Questions

Have you figured out whether or not you could make more money working for someone else? ______

Does your family go along with your plan to start a business of your own? ______

Do you know where to find out about new ideas and new products? ________

Do you have a work plan for yourself and your employees? ________

Have you gone to the nearest Small Business Administration office for help with your plans? ________

If you have answered all these questions carefully, you've done some hard work and serious thinking. That's good. But you have probably found some things you still need to think about or do something about.

Do all you can for yourself, but don't hesitate to ask for help from people who can tell you what you need to know. Remember, running a business takes guts! You've got to be able to decide what you need and then go after it.

Good luck!

Worksheet No. 1

Directions: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.
_____ If someone get me started, I keep going all right.
_____ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.
_____ I have plenty of friends—I don't need anyone else.
_____ Most people irritate me.

Can you lead others?

_____ I can get most people to go along when I start something.
_____ I can give the orders if someone tells me what we should do.
_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.
_____ I'll take over if I have to, but I'd rather let someone else be responsible.
_____ There's always some eager beaver around wanting to show how smart he is. I say let him.

How good an organizer are you?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
_____ I do all right unless things get too confused. Then I quit.
_____ You get all set and then something comes along and presents too many problems. So I just take things as they come.

How good a worker are you?

_____ I can keep going as long as I need to. I don't mind working hard for something I want.
_____ I'll work hard for while, but when I've had enough, that's it.
_____ I can't see that hard work gets you anywhere.

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Can you make decisions?

_____ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
_____ I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
_____ I don't like to be the one who has to decide things.

Can people trust what you say?

_____ You bet they can. I don't say things I don't mean.
_____ I try to be on the level most of the time, but sometimes I just say what's easiest.
_____ Why bother if the other fellow doesn't know the difference?

Can you stick with it?

_____ If I make up my mind to do something, I don't let anything stop me.
_____ I usually finish what I start—if it goes well.
_____ If it doesn't go right away, I quit. Why beat your brains out?

How good is your health?

_____ I never run down!
_____ I have enough energy for most things I want to do.
_____ I run out of energy sooner that most of my friends seem to.

Now count the checks you made.
How many checks are there beside the first answer to each question? _____
How many checks are there beside the second answer to each question? _____
How many checks are there beside the third answer to each question? _____

If most of your checks are beside the first answers, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you're weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

Now go back and answer the first question.

Worksheet No. 2 : Estimated Monthly Expenses

Item	Your estimate of monthly expenses based on sales of $________ per year	Your estimate of how much cash you need to start your business (see column 3)	What to put in column 2 (These figures are typical for one kind of business. You will have to decide how many months to allow for in your business.)
	Column 1	Column 2	Column 3
Salary of owner-manager	$	$	2 times column 1
All other salaries and wages			3 times column 1
Rent			3 times column 1
Advertising			3 times column 1
Delivery expense			3 times column 1
Supplies			3 times column 1
Telephone and telegraph			3 times column 1
Other utilities			3 times column 1
Insurance			Payment required by insurance company
Taxes, including Social Security			4 times column 1
Interest			3 times column 1
Maintenance			3 times column 1
Legal and other professional fees			3 times column 1
Miscellaneous			3 times column 1
Starting Costs You Have to Pay Only Once			Leave column 2 blank
Fixtures and equipment			Fill in worksheet 3 and put the total here
Decorating and remodeling			Talk it over with a contractor
Installation of fixtures and equipment			Talk to suppliers from whom you buy these
Starting inventory			Suppliers will probably help you estimate this
Deposits with public utilities			Find out from utilities companies
Legal and other professional fees			Lawyer, accountant, and so on
Licenses and permits			Find out from city offices what you have to have
Advertising and promotion for opening			Estimate what you'll use
Accounts receivable			What you need to buy more stock until credit customers pay
Cash			For unexpected expenses or losses, special purchases, etc.
Other			Make a separate list and enter total
Total Estimated Cash You Need To Start		$	Add up all the numbers in column 2

Worksheet No. 3

List of Furniture, Fixtures and Equipment

Leave out or add items to suit your business. Use separate sheets to list exactly what you need for each of the items below.	If you plan to pay cash in full, enter the full amount below and in the last column.	If you are going to pay by installments, fill out the columns below. Enter in the last column your downpayment plus at least one installment.			Estimate of the cash you need for furniture, fixtures and equipment
		Price	Down-payment	Amount of each install-ment	
Counters	$	$	$	$	$
Storage shelves, cabinets					
Display stands, shelves, tables					
Cash register					
Safe					
Window display fixtures					
Special lighting					
Outside sign					
Delivery equipment if needed					
Total Furniture, Fixtures, and Equipment (Enter this figure also in worksheet 2 under "Starting Cost You Have To Pay Only Once.")					$

Additional Resources

Directories

Encyclopedia of Associations. Gale Research Company, Book Tower, Detroit, Michigan 48226.

Encyclopedia of Business Information Sources. Gale Research Company, Book Tower, Detroit, Michigan 48226.

The Entrepreneurs Bibliography. Catalyst, 14 East Sixtieth Street, New York, New York 10022.

Guide to Venture Capital Sources, by Stanley M. Rubel. Capital Publishing Company, 10 South LaSalle Street, Chicago, Illinois 60603.

National Association of Small Business Investment Companies (NASBIC) 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Periodicals

Black Enterprise. Earl G. Graves Publishing Company, Inc., 295 Madison Avenue, New York, New York 10017.

In Business. JG Press, Inc., Box 323, 18 South Seventh Street, Emmaus, Pennsylvania 18049.

Inc. Magazine, 38 Commercial Wharf, Boston, Massachusetts 02110.

Venture. Venture Magazine, Inc., 35 West Forty-fifth Street, New York, New York 10036.

Books and Articles

Beht, Marion and Wendy Lazar. (1981). Women working home: The home-based business guide and directory. Edison, New Jersey: Women Working Home, Inc.

Blanchard, Marjorie. (1981). Cater from your kitchen: Income from your own home business. Indianapolis: Bobbs-Merrill Co.

Carabillo, Toni and Judith Meuli. "How to Start Your Own Business," Ms., Vol. IV, No. 10 (April 1976): 55-70.

Drucker, Peter. (1985). Innovation and entrepreneurship: Practice and principles. New York: Harper & Row.

Gills, Phyllis. (1984). Entrepreneurial mothers. Rawson Associates: New York.

Jessup, Claudia and Genie Chipps. (1980, rev.). The women's guide to starting a business. New York: Holt, Rinehart and Winston, Inc.

Justis, Robert T. (1981). Managing your small business. Englewood Cliffs, NJ: Prentice-Hall Inc.

Kamoroff, Bernard. (1977). Small-Time Operator: How to start your own small business, keep your books, pay your taxes, and stay out of trouble. Laytonville, CA: Bell Springs Publishing.

Leslie, Mary and David D. Seltz. (1977). New business women can start and successfully operate. Rockville Centre, New York: Farnsworth Publishing Co., Inc.

Lester, Mary. (n.d.). A woman's guide to starting a small business. New York: Pilot Books.

Lowry, Albert J. (1981). How to become financially successful by owning your own business. New York: Simon and Schuster.

McCaslin, Barbara S. and Patricia P. McNamara. (1980). Be your own boss: A woman's guide to planning and running her own business. Englewood Cliffs: Prentice-Hall, Inc.

McQuown, Judith. (1977). Inc. yourself: How to profit by setting up your own corporation. New York: Macmillan.

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Taylor, Charlotte. (1980). Women and the business game: Strategies for successful ownership. New York: Cornerstone Library.

Tepper, Terri P. and Nona D. Tepper. (1980). The new entrepreneurs: Women working from home. New York: Universe.

Weaver, Peter. (1973). You, Inc. New York: Doubleday.

Winston, Sandra. (1979). The entrepreneurial woman. New York: Newsweek Book.

"When Home Becomes Your Corporate-Headquarters," Working Woman, October, 1984.

Working for yourself: Career planning information, University of Oregon, Career Information System, 1988.